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Dordt College

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# THE VOICE

## DORDT COLLEGE

WINTER 2004

VOLUME 49

NUMBER 2

“  
What do BSW  
students really  
need to know  
about research?  
”



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Learning how to conduct research took a more practical focus this year for students in Dr. Jim Vanderwoerd's social research class.

## Social work students try to find information for local agencies

Sally Jongsma

The Sioux Center Community Hospital and Health Center, the Family Crisis Center, and ATLAS (a faith-based agency that helps people who are hurting) know more about their clientele than they did four months ago. And students in Dr. Jim Vanderwoerd's social research class know more about conducting surveys and gathering information that might be helpful to social service agencies.

"What do BSW students really need to know about research?" Vanderwoerd asked himself this summer as he prepared to revise the course he's taught several times before. His answer helped reshape the class. He decided that his students needed a basis from which to do very practical research for an agency they might work for, first of all. Secondly, they should be able to read and interpret other people's research.

Vanderwoerd was also hoping to incorporate service learning into his class.

"I've wanted to use service-learning for some time," he says, but because he was completing his Ph.D. during the last several summers and didn't have time to initiate and

set up contacts with local agencies, he taught the course from a more academic angle.

"Before, students came up with a research proposal and did all the planning for a valid research project, but it was hypothetical, with an emphasis on researching the literature and understanding the steps in the process," says Vanderwoerd. He's come to believe that such an emphasis is more appropriate in graduate research courses. What his students need is research experience that prepares entry-level social workers for obtaining the kind of concrete and immediate information most social service agencies need.

"In reality, most agencies are interested in what will help them accomplish their immediate goals. They usually don't have the time, resources, or personnel to search the literature and do more in-depth research," Vanderwoerd says.

So this year, students are learning to conduct and compile the kind of research that agencies are interested in. One group of students is working with the hospital to help them better determine the needs of 18 to 44-year-old women in the area. The hospital is trying to assess the services it offers as well

as find out how women feel about having a woman physician.

For the Family Crisis Center, students are trying to determine how aware college-aged people are of sexual abuse and domestic violence services. The Center finds that, despite known incidences of date and acquaintance rape, few of their clients are of college age.

The third group of students is trying to determine what difference it makes that ATLAS is overtly Christian in its approach to clients. ATLAS tries to fill in the gaps left by other social service organizations by connecting clients to people or organizations that can help them.

Becky Hinderks of Sioux Center believes that what students are learning in research class and through the project will give them the tools to be better social workers.

Deb Schippers from Holland, Michigan, says she learned that how you design the survey makes a big difference. They not only needed to make sure they obtained the right information, but also to figure out how to do it in a feasible way.

(continued on page 2)



## Jubilee plans are taking shape

Preparations have already begun for the Dordt College 50th anniversary celebrations that will take place on the Dordt College campus and throughout the country during the 2004-2005 school year.

Activities that will take place throughout the year range from a community barbecue to multimedia presentations presented on campus and at locations throughout the U.S. and Canada. A series of eight academic convocations is being planned, along with a full-length play, publication of a volume of art, a second volume of *The History of Dordt College* and a number of scholarly papers from the academic disciplines.

Musical concerts, departmental displays, athletic events, dinners, and tours will all be opportunities for alumni to return and for those unfamiliar with Dordt College to get acquainted. The on-campus culmination of the yearlong celebration will be held July 1-3, 2005.

More information about the upcoming celebration is posted at [www.dordt.edu/events/jubilee/](http://www.dordt.edu/events/jubilee/)

## Students learn the challenges of doing research

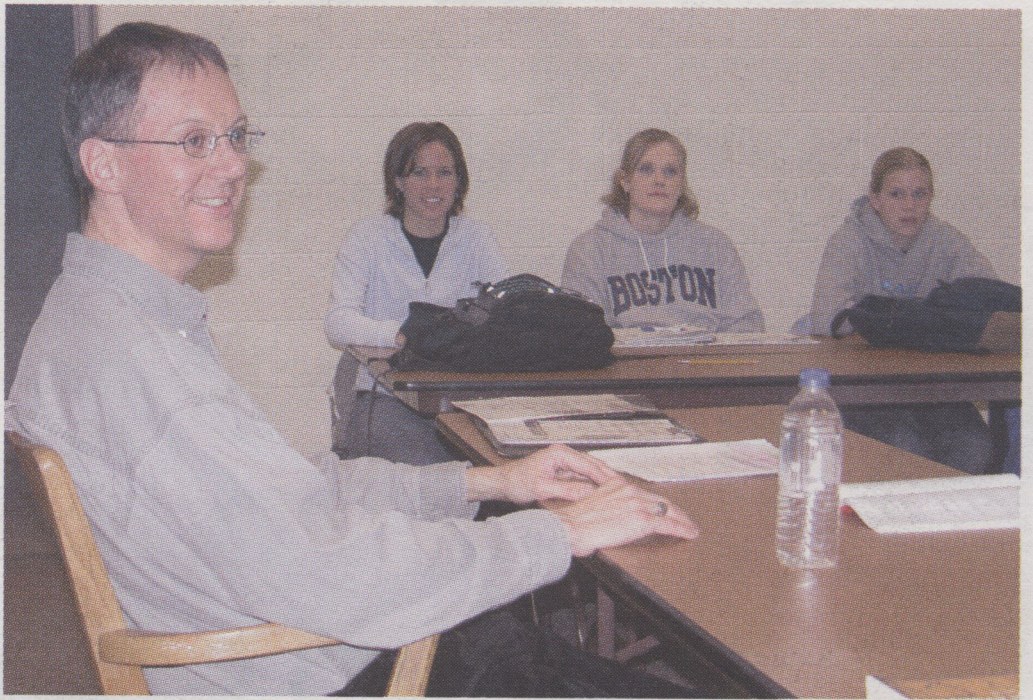
(continued from page 1)

"One of the things I have learned about the process is that things will happen that will make it difficult for you to conduct your survey," says Daniella Beukema from Tacoma, Washington. "You just have to find a way around it, if possible, and see if there are other ways that you can obtain the necessary information. If not, you just have to proceed with your study and hope that it will still be beneficial."

As important, Beukema says, she learned how to analyze other studies to see whether they are actually accurate or whether there is key information missing that would be relevant to the study and make other findings false.

Fitting all of the work into a semester was a stretch for the students, the agencies, and Vanderwoerd. "You don't do service learning projects to make your life easier," he says. He started assigning the groups on the first day of class so that students could get started immediately. The many stages of the process take time. In addition to setting up the study and developing the survey, students needed to get their study approved by the Institutional Review Board, a committee that must assess all research projects done by members of the Dordt College community.

Posting mailings and waiting for responses also took time—more than the students expected. By the end of the semester they had to scramble to pull together the information from their surveys so they could compile a written report of their findings and present their final reports to the agencies during exam week.



Dr. Jim Vanderwoerd helped guide his students through the process of designing a research project, conducting surveys, and compiling the results they received.

Some groups ended up with more information than others. The group that conducted research for the Family Crisis Center on college-aged students' awareness of date rape and domestic violence services compiled a report based on questions such as "Have you ever been unwillingly groped?" "Have you been subjected to sexual harassment?" "Have you been subjected to sexual abuse?" and "Are you aware of the services of the Family Crisis Center?"

Armed with the information provided them by the students, the Family Crisis Center can now decide how to use that

information in their programming.

Students learned much more than the logistics of designing surveys and crunching numbers, says Vanderwoerd. They learned that it is difficult to connect with people who have busy schedules and that getting responses isn't as easy as sending out questionnaires.

Despite the challenges, students appreciated the focus of the course and felt that they ended the semester with some concrete tools they could take with them as they begin looking for positions as social workers in the near future.

## Snowmobiles and surfboards



Dr. Carl E. Zylstra

### Carl E. Zylstra

Not long ago I was driving through the campus of a Christian college located literally on the edge of the Pacific Ocean. Several young men stood by the side of the road hitchhiking so I picked them up. It turns out they were high school seniors making a campus visit to that college as prospective students. They just wanted a ride up the 379-foot elevation from the shore to the chapel where their next meeting was going to be held.

So I asked them what attracted them to that college. One young man instantly replied "Close to home." The second responded, "Christian." The answer from the third prospective student was one word, "Surf." It almost made me wonder whether Dordt College could hope to compete for the attention of prospective students like those whose minds seem to be so set on surf and convenient access to family and friends.

Not that I apologize for Dordt College's location. In fact, our campus amenities (bowling alleys, ice arena, updated dormitories, technologically-equipped campus and classrooms, etc.) surpassed most of the facilities on that particular campus whose surf was attracting these young men. Besides, our small town setting makes shopping, pizza, authentic Mexican and Chinese restaurants, video rental stores, and movie theatres all accessible within walking distance—something pretty unusual

among the small colleges with which I'm familiar. True, our campus may be missing the surf. But on the December day that I was on that campus, no one was swimming in the ocean either. On the other hand, when I got back to campus, dozens of Dordt College students were swimming in our new aquatics facility.

Nor do I apologize for the fact that half of our students have to travel 500 miles from home to get to our campus. On a recent trip to California I met a high school coach who was trying to convince a student to consider Dordt College seriously. Although the coach didn't know much about Dordt College except by reputation, she believed this young Christian scholar-athlete actually should leave home and discover the richness of a campus where students come literally from across the continent and around the world to be part of a Christian academic community. Besides, in her case, the affordability of a Dordt College education compared to many of the coastal alternatives would leave room in the budget for the occasional trip home.

Yet what impressed me the most about the three young men was that they actually had heard about Dordt College. "We heard about your school," they told me, "when we were visiting another Christian college on the West Coast. There they told us that if we went to their college, we could also participate for a semester in off-campus programs around the world, including one run by Dordt College." By then we had arrived at their destination, and they were piling out of the car. I wanted to call out after them, "But

then why not come to Dordt College in the first place where all these programs are available to you every year."

Still I was glad that these young men had included "Christian" in their list of criteria for colleges they were considering. The best statistic available from the Council of Christian Colleges and Universities is that only about ten percent of high school students who say that they want to put Jesus Christ first in their life also enroll in colleges that say they want to put Jesus Christ first on their campus. I could only commend these young guys for deliberately making themselves an exception to the rule.

After all, if that percentage were increased just slightly—to twenty-one or twenty-two percent of prospective students enrolling in evangelical colleges—the resultant ten to fifteen percent rise in enrollment would swamp those colleges and probably even lead to a boom in establishing additional institutions dedicated to the honor of Christ and the glory of God.

If that were to happen, Dordt College wouldn't have to worry about those occasional Christian students who seem determined to pick ocean front colleges. There will be more than enough students to go around for all of our colleges—and we'll be more than content with those dedicated Christian students, from the coast or from the heartland, who want the unique type of Reformed biblically-based education Dordt College provides (as described elsewhere in this issue of the *Voice*), or who maybe just prefer snowmobiles to surfboards.





Dr. Socorro Woodbury (right) hopes that Las Posadas can help people in the community from Hispanic and Dutch backgrounds celebrate together and learn more about each other. Several Dordt College students played characters in the drama.

## Las Posadas comes to Sioux Center

When Dr. Socorro Woodbury arrived in Sioux Center and discovered that 800 to 1000 Hispanic people live in the area, she immediately began thinking about putting on a version of the Las Posadas. Las Posadas is a Latin American Christmas tradition telling the story of Mary and Joseph looking for a place to stay. It has been carried to many communities, especially in the Southwest United States. A year and a half after Woodbury's arrival, Las Posadas played in Sioux Center on December 19 and 20.

Woodbury, who drew on two traditions, the Las Posadas and the pastorela (a type of morality play), adapted and wrote the script to make it relevant to Sioux Center today.

"I thought this would be good for the community," Woodbury says. She notes that most people in Sioux Center have come from either the Netherlands or Mexico. They've all come looking for a place to stay, even though some have been here longer than others.

"As people of God it's good to learn from one another," Woodbury says. Prejudices form because people don't know each other. Coming together informally and learning each other's traditions can help all people feel more part of the community, she hopes.

orientation sessions, that she asked me to join her on the project," says Hubbard.

"We both agree that there are unique and wonderful things about this community," she adds. At the same time diversity can bring division.

"We hope to begin, at least, to expose and introduce people to differences and to each other," Hubbard said before the performance. Doing so can lessen differences, she hopes, and maybe start a community tradition.

Woodbury tailored the show to the people and situation of this area, using

plenty of songs pulling them into the performance, the celebration continued after the performance when Mexican and Dutch Christmas treats were served, with a piñata to add to the festivities.

Although Woodbury and Hubbard were disappointed that more members of both communities didn't participate as actors, they hope they can make it easier for people to commit next time.

"We began rehearsing on Saturday afternoons already in September. It's a long time until the performance that way." Some people had to drop out because of the time commitment. "We may need to begin later and rehearse more frequently," says Hubbard.

"It's been wonderful to work with people I normally wouldn't have met," says Hubbard. And Woodbury's excitement grew as that of the cast grew. They hope to be able to repeat the event in the future.



Theatre Arts Professor April Hubbard directed the Christmas presentation of Sioux Center's Los Posados.

a pastorela morality play, a common tradition in Spanish-speaking countries. She translated and adapted the pastorela part of the script into a morality play about two groups of people coming to this country to find a place to live. The devil tries to put barriers in peoples' way, creating a battle between good and evil. But like the shepherds, the travelers are guided by a star. The performance was completely bilingual—in some places tri-lingual, with Dutch used as well. Transparencies accompanied spoken parts. Using

histories of both groups of people, Woodbury's goal was to help people better understand each other.

The audience got involved in the event, too. In addition to the drama, readings and

## Campus Capsules



### Janssen earns Vander Stelt essay award

Brenda Janssen, a senior from Beamsville, Ontario, was awarded \$500 for winning first place in the annual Vander Stelt Essay Competition this fall. The topic for this year's essays was to consider how the church can best approach mission work. Janssen's winning essay argued for a balance between different kinds of missions in the church.

"In the essay I made a distinction between 'word' and 'deed' ministries," she said. "There are some churches that focus mainly on doing lots of things in the community, and there are other churches that focus on preaching. To do missions the right way, you need to have both."

Mark Tazelaar, professor of philosophy and one of the judges for the competition, said that a different topic is chosen each year, alternating between philosophical and theological issues. According to Tazelaar, the aim of the competition is to encourage students to explore questions and to generate discussion in the larger community.

"We want to move this away from individual scholarship," he said. "We're trying to encourage community discussion of these topics as well."

## Experience The Great Plains June 6-12, 2004

*Lewis and Clark,  
Lakota life,  
Dutch-American history,  
prairie grass,  
and buffalo.*

Join Dordt College Professors James Calvin Schaap and Robb De Haan for a week in a landscape rich in history, culture, and seemingly endless vistas. Follow the glorious Missouri River Valley through historic communities. Discover the prairie's varied flora and fauna. Visit places that stunned Lewis and Clark 200 years ago — and still take your breath away today. Experience the history and culture of the Plains Indians. Join us for an unforgettable week amid some of North America's most untouched splendor.

Come to know the land  
—and, better, its Creator.

For information contact Dianne DeWit at  
ddewit@dordt.edu or 712-722-6029





## Campus Capsules

### Computer team finishes strong

A Dordt College computer science team consisting of Mark Haan, Brian Krygsman, and Timothy Vis finished ahead of the other ten teams at the University of South Dakota site for the ACM (Association of Computing Machinery) Programming Contest on November 8. The Dordt College team finished 30th in the North Central Region, out of 182 schools.

The ACM contest is sponsored by IBM and is held around the world on the same date. The North Central Region includes all colleges and universities in Minnesota, Wisconsin, Iowa, North Dakota, South Dakota, Nebraska, Kansas, Western Ontario, and Manitoba.

The Dordt College team solved four of the nine problems; no other team at the USD site solved more than three problems. Within the region only three schools solved eight problems, two solved seven, five solved six, and fifteen solved five. One hundred and five teams only completed two or less problems.

## Ag class hunts buffalo in Nebraska

Junior Wes Zylstra from Kellogg, Iowa, had an unusual assignment this semester. He was asked to shoot a buffalo as part of an agriculture class field trip in November. Dr. Robb De Haan, Zylstra, and students in the Agroecology class, along with Dr. John Olthoff and two students from his 'beef and sheep' class traveled to the Sandhills of Nebraska to see how another agricultural ecosystem works—specifically the Perfect 10 bison ranch that raises organic buffalo to sell for meat.

"It was an eye-opening experience to get out of the type of environment in which I have lived my whole life and see how other individuals manage the ecosystems in which they live," says Zylstra.

De Haan used the opportunity to help his students see how a specific ecological system works and how agriculture can be compatible with sustaining that system. He also wanted them to help with the harvesting of an animal.

"Since agriculture has become industrialized, it is seen as a technological rather than an ecological enterprise," De Haan believes. That shift makes a difference in how a farmer farms. Seeing agriculture as a sustainable ecological enterprise means farmers are more constrained by such things as soil nutrient quality, water quality, and energy use when they decide what to grow and how to farm the land.

De Haan's class saw how rancher Dave Hutchinson earns a living farming a 5000-acre bison ranch, which he manages in a way that maintains the land's ecosystem. Hutchinson lets the buffalo be as wild as he can, rarely even treating sick animals so that the herd remains strong. By using rotational grazing—moving the animals from one area to another—the grass, which is fertilized by the animals, remains of good quality.

In contrast, cultivating the Sandhills (which boasts sand dunes that are fifty to 200 feet deep with plentiful wetlands and streams) and using the wetlands to irrigate, would change the landscape in dramatic ways, ultimately depleting the land's ability to



Agriculture students shared their lunch break with the buffalo during their visit to a bison ranch. The ranch uses farming practices that will maintain the ecosystem of the Nebraska Sandhills.

sustain its wetlands, streams, and habitat.

The bison ranch earns its owner a living through direct marketing of buffalo meat. Like De Haan and his students, some people come to the ranch to shoot their own animal and have it dressed. De Haan's students, primarily Brian Vander Ley, a pre-veterinarian agriculture major from New Holland, South Dakota, and Dan Hanson, an animal and plant science major from Papillion, Nebraska, field dressed the animal. The whole group learned about the animal's anatomy as they did so. De Haan, Olthoff, and several other faculty members purchased the buffalo and took the meat from the animal to be processed at Woudstra's in Orange City. The ranch also supplies buffalo meat to retail stores.

"There's something good about direct interaction between farmers and consumers," says De Haan. Farmers have more of a sense of responsibility for what they produce, and consumers better understand where their food comes from when they interact.

In addition, in this case, De Haan notes that bison meat is a healthy alternative for people to eat, especially at a time when obesity and disease are being tied more closely to diet. Highly nutritious and lower in fat, calories, and cholesterol than beef, pork, or even skinless chicken, it is raised without growth hormones and is considered a tasty gourmet meat.

"I ask my students 'If we were to design an agricultural system based on ecological principles what would it look like?'" De Haan says. "The bison ranch is one example of a system that allows you to earn a living and keep the ecosystem viable for years to come."

Students responded differently to what they saw. Some are skeptical of approaches that don't fit with conventional approaches to agriculture, but many are curious and inspired. De Haan hopes that such examples will encourage students to seriously consider how their use of land resources will honor the Creator and sustain the land he has given for future generations of people, too. For that reason, such trips are definitely worth doing, he says.

## Council keeps students from falling through the cracks

Ken Boersma describes the two-year-old Retention Council as "building on a strength."

"It's an additional step to maintain and improve already good retention figures," says Boersma.

Dordt College has always boasted retention figures (the percentage of first year students who return for their second year) that are comparable to highly selective colleges and universities. In fact, the rates are nearly double the average of those who, like Dordt, admit most students who apply. The Retention Council now provides a way for the college to stay in even closer contact with students who may need extra assistance.

Registrar Jim Bos will not draw the conclusion on record yet, but statistics since 2001, when the Council began, seem to indicate that the Council's work is having an effect. In the past five years, retention figures moved from 77 percent and 72 percent before the council

was organized to 84 and 82 percent since 2001.

"We're better able to identify students who are struggling early on, to give them the assistance and resources they need to stay on track," says Boersma, who is vice president for

student services. He notes that since the group was formed, there have been fewer academic suspensions and dismissals than previously.

The council is made up of Career Placement Director Ron Rynders, Academic Skills Center Director Pam De Jong, and Registrar Jim Bos, people who were already in close contact with students. The difference is that these three people from different parts of the college now meet weekly to compare notes and track trends.

"We look for connections between classroom and residence life reports on students who are struggling," says Bos.

Rynders adds, "When the same name begins appearing several times, we intervene." In the past, it wasn't unusual for several students to fall behind or even fail because of circumstances—a bout with mononucleosis, a death in the family, relationship problems that became consuming, the beginning of hockey season. While it doesn't guarantee anything, giving support and suggesting strategies for getting back on top of their work can help them salvage the semester.

"We don't expect a lot of surprises at the end of the semester anymore," says Rynders, even though he knows there will always be some students who will not put in the effort needed to pass their courses. More of those students are withdrawing before the end of the semester now because their situation has been made clear to them.

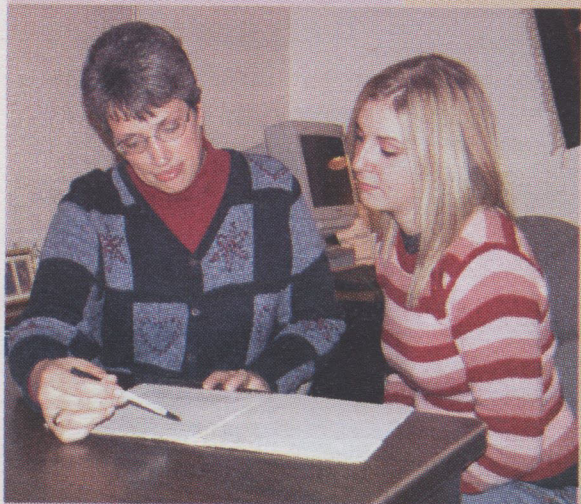
"It's the nature of the academic semester that things get busier toward the end," says

Rynders. "If we can get to students who are struggling at mid-term, we have a better chance of helping them get through the rest of the semester."

"Not all students will succeed, but we want to give them the resources to make it possible if they want to," says Bos. When council members begin to feel they're trying harder to keep students here than those students are trying to stay here, they suggest it may be time for them to think about withdrawing, adds Bos.

The Retention Council's job is possible because of information channeled to them by faculty and other staff members. De Jong makes a presentation to the faculty at the beginning of the year asking them to send her an "alert" whenever they have a concern about a student. This automatically sets in motion an e-mail to the student, the advisor, and members of the council. How it gets followed up depends on the concern and the number of times a student's name comes up. De Jong may initially offer the services of the academic skills center and ask if they can be of any further assistance. Students who do not respond usually receive further contact.

"The number of 'alerts' has doubled in the past year as we've encouraged faculty to participate," says De Jong. While it has added to her workload, it has given her and the other members of the council the information they need to offer assistance. And more importantly, it has given students who need it an opportunity to succeed if they really want to.



Pam De Jong, who directs the Academic Skills Center, receives the initial "alerts" from faculty about students who are having difficulty in their classes.



## Grammar students share their language skills

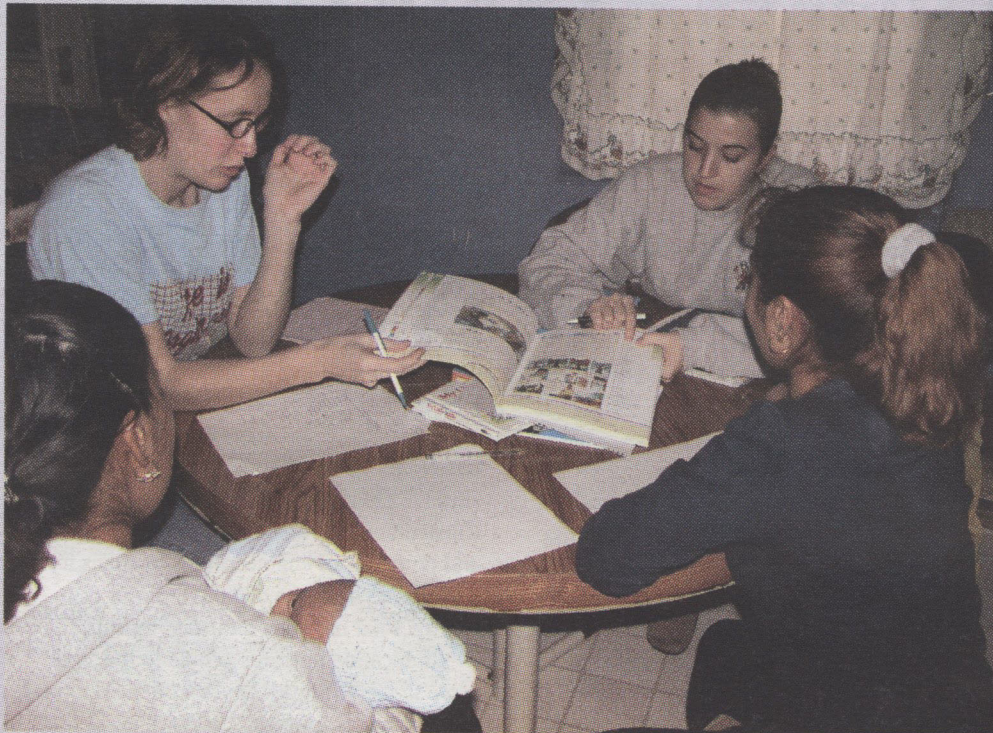
Students in Dr. Lorna Van Gilst's advanced grammar class are learning what she did: the best way to learn something well is to teach it. Eight out of twenty-one students in the class have opted to spend at least one hour a week helping local residents learn to speak English. In the process they are gaining a better understanding of their own grammar—and they're learning to drop stereotypes.

Van Gilst, who coordinates a program matching English speaking volunteers with some of the nearly 1000 Spanish speakers in the area, gave her students the option of tutoring and writing a weekly analysis of what they taught in lieu of writing a research paper for the course.

"The class is typically made up of three groups of students: those who plan to be teachers, aspiring writers, and ESL majors," she says. She decided that especially for those interested in ESL, the opportunity could be invaluable. As it turns out, several future teachers are also involved and see benefits as well.

The students work from a textbook written for adult non-English speakers, but they are encouraged to draw on their own resources to make the sessions interesting and informative.

Julie Perkins from De Motte, Indiana, finds she must continually think of creative ways to work within the constraints of tutoring an adult while two young children are around. She keeps looking for materials that might be of immediate relevance to a young mother of twenty-three while she tries to teach her the basics of English. Teresa Taylor from Byron Center, Michigan, who does not speak any Spanish herself, says she uses a lot



Teresa Taylor and Tiffany Postma meet with two women twice each week to help them learn to speak English.

of gestures, but loves being able to explain a concept and have her tutee "get it." Rachelle Dykstra from Hudsonville, Michigan, has found herself in a second tutoring situation as a result of her work at a local day-care center. The young parents of one of the children she cares for asked her to teach them English so they could speak like their four-year-old son. None of these students needs advanced grammar to tutor, but all of them have a better understanding of the language and try to use it to teach more effectively.

"Being in a home also has given me more insight into Mexican culture," says Josh Bowar from Aberdeen, South Dakota.

He expects that awareness to shape his dealings with students and parents from other cultural backgrounds once he gets into the classroom.

How much the students use what they're learning in advanced grammar isn't the only issue, though. They're also learning how to teach, interact with, and respect people from backgrounds different than theirs. Sharla Derksen from Brandon, Wisconsin, feels she may be getting more out of the experience than her tutees. She's shared a meal with the couple she tutors and has come to look forward to the sessions. Several of the eight say they don't expect to quit tutoring once their required ten sessions are over.

## Campus Capsules

### Senior engineers honored for pediatric walker

As they considered possible projects for their Senior Design class last semester, David Hjelle, Chad Langer, Ryan Van Der Bill, and Alan Yates weren't just shooting for a good grade—they wanted to do something spectacular.

"We were looking for a project that would be more than just a technical exercise," says David Hjelle. "We wanted to make something really worthwhile." A few months later, having received national recognition for their work, a \$250 prize, and a good grade to boot, these students feel good about what they've done. Their design for a pediatric walker recently received a Merit Award in the 2003 Engineering Student Design competition.

The annual competition is sponsored by the James F. Lincoln Arc Welding Foundation and is open to students in any college in the United States.

Although they are honored by the award, Hjelle, Langer, Van Der Bill, and Yates didn't work on their project with the competition in mind. They originally designed their pediatric walker to be used by Hope Haven, a local ministry that reaches out to disabled people.

"Because we were working for Hope Haven, we had a number of unique challenges," says Hjelle. "The walker had to be transportable and flexible, and it had to be something that the folks at Hope Haven could make with the materials that they have on hand."

It was a challenge at times, but thanks to their Merit Award and the fact that Hope Haven will use their design for years to come, these students know that their work was both good and worthwhile.

## New campus band puts students next to professors

Sally Jongsma

Students could have been playing next to their professor or maybe their neighbor this semester in the newly-expanded Campus Community Band. The sixty-member—and growing—band is under the direction of Julie Hulstein ('81) who has directed nearly every high school band in the area and knows many people in the community. Dr. Henry Duitman calls Hulstein a builder and a very inspiring director.

"We've realized for years that we're too small for two completely separate bands and too big for only one," says Dr. Duitman, who directs the Concert Band. Hulstein, who took over the campus band last semester, suggested expanding it this year. It currently includes about eight talented high school students and a dozen music-loving adults from the community who played in high school and college.

At present all first-year band students are required to participate in the Campus Band. Those who wish can also audition for the Concert Band. But Duitman looks forward to having two complete bands so that students have more options.

Internships and student teaching can make scheduling difficult for Concert Band members and their conductor. Having two separate bands that meet at different times, like the Chorale and Concert Choir for singers, not only gives options for different ability levels, but also for fitting rehearsals into different schedules.

Hulstein is enthusiastic about how the semester has gone. But the success has also meant going forward and backward at rehearsals.

"We've had new people showing up regularly," she says. For this semester, though, Hulstein believes that keeping membership open was a good thing because it gave the band a chance to grow to a good size. It takes a little while for word to get around and for busy people to commit. She expects the band to grow even bigger than its current seventy members, but says she will likely ask new members to join only at the beginning of each semester from now on.

"It's been good for Dordt students to play next to older people who are excited about the opportunity to play," says Hulstein. "We have some very fine adult community players, and they are so enthusiastic about being able to

play again." The Northwest Iowa Symphony Orchestra has room for a few brass and wind players, but for most people who played in bands in high school and college, their only chance to play is for an occasional church service.

Hulstein, who has been a music teacher and band director in most of the local Christian and public schools in the area, is pleased about another aspect of the band too. "It's good for high school and college musicians to see that they may be able to use the skills they're developing after they get out of school," she says. "This band can be a great venue for that to happen."

## Alumni continue creating art

When Sam Gutierrez, John Den Boer, and Eric Van Wyk talk about their art, they discuss much more than simply what the eye can see.

These Dordt College art alumni each have very different art styles, but all share a common point of view—that art is a human response to creation, life, and God. "As an artist, I have come to see that art and life are inseparable," says Van Wyk ('02).

Now the co-manager of the Humble Bean coffee shop on campus, Van Wyk continues to create work independently and also as a theater stage designer for Dordt College and area high schools.

"Theatrical set design is a living visual sculpture that breathes as live actors move across its skin," comments Van Wyk in an art exhibition recently on display in the Classroom Gallery at Dordt. "It is not merely decoration, an element to establish a time period, or an irrelevant space, but a collaborative unifying factor based in the language of the play."



Sam Gutierrez



John Den Boer



Eric Van Wyk

Sam Gutierrez ('00), now a campus ministry intern at Dordt College, has been displaying his work in California galleries, restaurants, his own home gallery and his webpage, [www.reescan.com/sam](http://www.reescan.com/sam). He does sculpture, painting and relief printmaking.

"I find people the most fascinating subject matter, and I love to explore their shapes, bodies, and faces," says Gutierrez in describing his contribution to the alumni exhibit. "Being human is mysterious, playful, intriguing, and beautiful; these works are about exploring that."

John Den Boer ('00) took a different course with his art talent, going on to graduate school after graduating from Dordt College to pursue a degree in architecture.

"As an architect I look to nature for inspiration while working to be stewardly," says Den Boer. Den Boer holds to the theory that form is function—that buildings should appear to be what they are. Examples of that premise were recently included in an alumni display.



# What makes a Dordt education distinctive?

Sally Jongsma



You don't start with Christ as Savior if you're going to build a curriculum shaped by a Christian worldview, says Dr. Rockne McCarthy, the vice president for academic affairs at Dordt College. You begin at the beginning of the biblical drama—with creation. Starting with the incarnation is like jumping in midstream and may make you miss the breadth of God's sovereign rule over the world that Christ came to redeem.

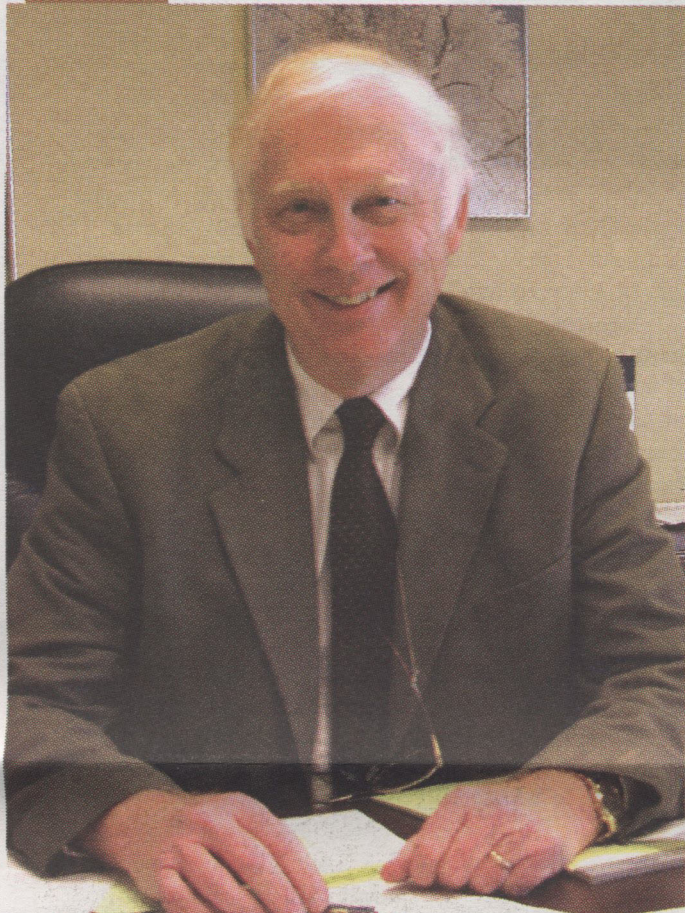
"What we're studying is God's world and our place in it," says President Carl E. Zylstra.

"You can't have a good sense of God's calling without having a sense of God's world."

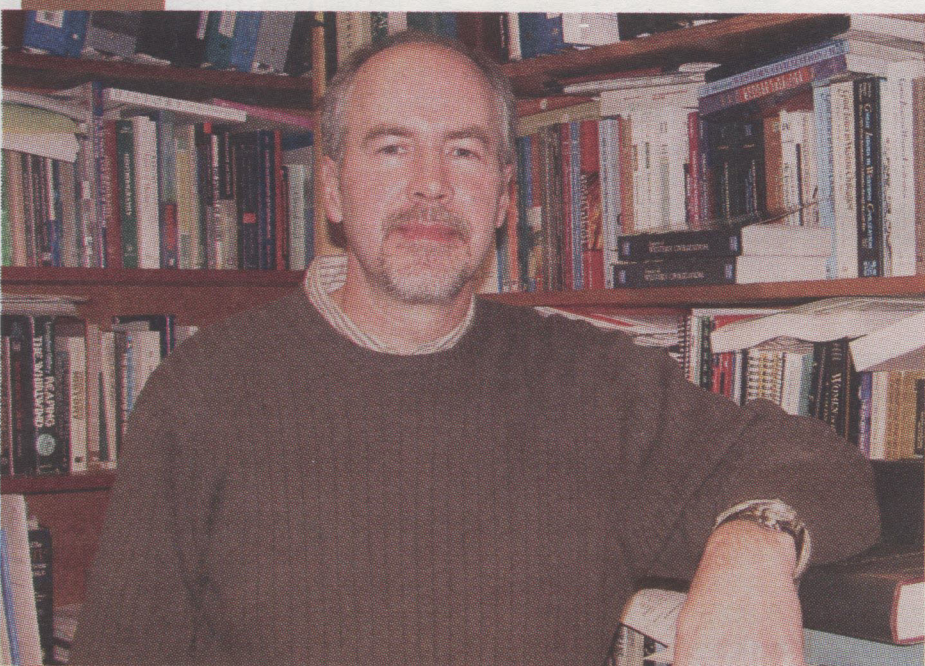
These statements have profound implications for academic work. They lie at the heart of why the Reformed perspective that shapes the curriculum at Dordt College makes the education a student receives here different.

Seeing Christ as Lord as well as Savior allows professors and students to take seriously the Bible's own perspective, says Dr. Calvin Jongsma, who leads the new faculty orientation seminar—a program designed to help new faculty members better understand the

Reformed Christian worldview upon which Dordt College was established and has grown. A notion of creation is crucial to understanding how the world is structured—how things operate and how they should, he adds.



Dr. Rockne McCarthy



Dr. Hubert Krygman

"When I talk about academic issues with many Christians, it's hard to focus on more of the biblical story than the incarnation and a very narrow view of Christian anthropology," says McCarthy. This usually leads to a one-dimensional emphasis that fails to recognize that the Lord created persons to live obediently in a variety of relationships and institutions

Where you start makes a big difference, says McCarthy. In political studies, for example, focusing on individual rights is a distortion of created reality. A creational view sees people

in community and allows us to study how we should live in the complex world God created.

Many Christians believe they know what a good marriage or family is, based on their understanding of God's Word. Other relationships and institutions are no different, says McCarthy.

If Christians are to have a basis for understanding how to live in this world, they need to look at what God created, see how sin changed and distorted it, and understand how Christ's redeeming power will make all things new, says Dr. Doug De Boer, chair of the Curriculum and Academic Policies Committee and professor of engineering. Christians try to show how Christ's redemptive power can change what has been tarnished by sin.

Education prepares people to live and serve in God's world. Dordt College rigorously trains students for their careers. Part of that preparation is helping them wrestle with how they will choose and do their jobs, how they will lead and serve in their churches, how they will nurture and care for their families, and how they will treat the land God created.

Dordt College admissions materials highlight this commitment to a broad view of the Christian life by quoting Abraham Kuyper: "There is not a square inch in the whole domain of human existence over which Christ, who is sovereign over all, does not cry 'mine'."

One way of understanding this quote is to say that to be a well-educated and responsible citizen of the kingdom is to know as much about the breadth of the world as you can, says Zylstra. Another is for students to realize that they can choose from a wide variety of fields as they decide how they will serve Christ and his kingdom. And another is to realize that every part of life must be lived knowing that it is not separate from the Creator's laws and control, says Dr. Hubert Krygman, chair of the General Education Committee and professor of history.

"That's why the general education program is so important," says Krygman. "We do the best job we can of preparing students well for specialized vocations, but in doing so we prepare them for giving good leadership in their community, for serving knowledgeably on school boards, for voting wisely, and for using their money responsibly."

These goals cannot be separated if God is sovereign over everything.

"Many Dordt graduates are known for having a broad sense of responsibility and living their Christian perspective in their jobs," he says. He cites history graduates who have gone on to law school and who, because of their background and skills, move into leadership positions—writing reports for judges or editing law school newsletters.

"Students need to understand what Christ's lordship means in the areas we study in very specific ways," says Krygman. If professors don't concretely describe how their perspective makes a concrete difference, students hear words like 'creation, fall, and redemption' as simply jargon instead of a way of understanding the world and living in it. "Such a perspective makes lawyers like Micah Schreurs ('97), Matt Nelson ('97), and Danielle Kamps ('99) raise important questions about how and whether the law serves justice and how as Christian lawyers they can serve the cause of public justice," says Krygman.

De Boer describes how the Reformed concept of creation, fall, and redemption is concretely played out in one of his courses, Introduction to Microprocessors and Digital Circuits.

"The class begins by studying created structures—binary numbers, Boolean Algebra,

and logic gates," De Boer says. "We have come up with nice ways to describe these logical theorems and axioms, but we didn't create them. They flow out of what the Lord created, and they hang together with real beauty." He makes sure his students are very aware of that fact, but obviously doesn't stop there.

"We need to figure out how we can use these created structures to make a computer," De Boer says. "Computers aren't designed by God but by humans, using what God has given us to work with."

Students soon sense there's something quite different between God and them as designer, De Boer chuckles. Because of their creatureliness and the fall, the students can feel a change in the air when they begin to study designs that have strong human origins, such as the design of a computer. It's more confusing, less symmetric, and in a sense shows our human foibles compared to the study of binary logic in the early part of the course."

It's also hard work to come up with truly good designs. It takes sweat and hard work as well as discernment about how to use the resources of creation and use the technology for the good of God's kingdom. "I talk with them about this change in the feel of the course and why I believe it happens," De Boer says.

Other faculty members can give illustrations from their disciplines.

Dr. Karen De Mol, who teaches music and is chair of the faculty, says, "I'm continuously struck by the fact that the 'stuff' out of which we make music comes from creation. Without time, we couldn't have rhythm, without the physical properties God created in sound we wouldn't have pitch, without the many different substances God made we wouldn't have different tone qualities."

"It's as if God said, 'I put these things in your care. See what you can make of them and have a blast creating joyful and stewardly music,'" she says. "Materials are in our trust to care for and develop."

De Mol, too, notes that because the Christian life doesn't start with the cross, Christianly composed and performed music isn't limited to songs about salvation, but includes both choral and instrumental music that rejoice in God's good creation. A joyous and playful song about a woodpecker praises God, as does a devout hymn. Such a view allows the music department to see everything it teaches as God-glorifying—violin lessons as well as musical theory—and not separate them into sacred and secular or religious and non-religious categories. Discernment about how music is God-honoring becomes an integral part of the curriculum.

Jongsma's example of the difference his Reformed worldview makes is from his discipline, mathematics.

"Many Christians teaching mathematics look for ways to find analogies between biblical themes like predestination or the Trinity and certain mathematical concepts. They want to use mathematics to make an argument for the rationality of faith so Christians can witness to non-Christian colleagues," he says.

He takes another approach, finding the basis for his understanding of mathematics in creation. God is the source of the mathematical realities discovered and studied by mathematicians. Mathematics explores certain aspects of God's rich and diverse creation; it is not a human invention. It has important insights to contribute to our understanding of the world, but its role is complementary and limited. This is an important idea to convey in a world where being able to quantify something is often the measure of its value. But while not everything should be quantified, mathematics has a valuable and integral role in our world.



Because mathematical concepts flow from created structures, the courses are like those taught anywhere—almost. Jongsma makes sure his students are knowledgeable about mathematical theories and procedures, but also that they know how to apply them to solve problems and that they are familiar with the historical and philosophical context of what they are studying.

Seeing a common perspective worked out in courses across the curriculum is important if students are to understand what a Reformed worldview means for their studies and their lives, say faculty members. This is particularly true as the college is blessed with growing numbers of students from non-Reformed backgrounds—and as many students from Reformed backgrounds are themselves less familiar with their Reformed heritage.

Nevertheless, Dordt College does not try to remain insulated from other Christian traditions.

“There are things we should learn from other faith communities,” says Krygsman. A deep biblical piety is one. “At the same time we need to realize that the Reformed Kuyperian perspective is a gift, much appreciated by others when they encounter it. It is not simply our possession or something we want to impose on others. It is a gift of the gospel.” In fact, Krygsman continues, sometimes people who come from other traditions committed to the gospel see its value more sharply than those who grew up with it and take it for granted.

“We need to be respectful of and sensitive to students from varying denominational backgrounds,” says De Mol. “But,” she adds, “it’s fair to be upfront about our Reformed vision and to expect that students can articulate what they’ve learned even if they don’t endorse it themselves. Dordt College does not hide the fact that it stands in the Reformed Kuyperian tradition. While we respect other traditions, we tell students that this is where we stand, and why, and invite them to stand there too.”

“Dordt College is not a church, we’re an academic institution,” says Zylstra. “A degree from Dordt College doesn’t mean you believe certain ecclesiastical doctrines. We’re not certifying anyone’s Christian commitment or grading their faith. But we are presenting what we consider to be a biblical point of view and then prod them toward it.”

We need to be accommodating and respectful toward students and not assume that they understand what we mean by a Reformed perspective—even those who come from Christian schools, believes Dr. James Schaap who has written many books that draw on his Reformed heritage and has taught English at Dordt College for twenty-five years. “It’s a matter of helping them find their identity as Christians,” he says. That cannot be done in a vacuum. “This is who we are—Calvinists. It’s our identity and gives a basis for interpreting the world around us.” Students need to decide if they want to take on that identity for themselves.

“In a postmodern world, we need to have a sense of who we are and where we’ve come from if we’re to offer students a foundation upon which to build their lives,” he adds.

Students sometimes charge faculty with assuming that all students have a common background, making those who don’t feel like outsiders or that their point of view is dismissed. As the student body has changed, faculty, too, have had to be more conscious of how they explain and explore ideas.

“When I talk with students who don’t share a Reformed doctrinal point of view or background, they sometimes say they wish we would be more sensitive to students from other traditions on campus. But I’ve never

heard them say they think Dordt College should be less Reformed,” says Zylstra.

As the student body changes, faculty are changing how they teach—but not the perspective from which they teach. Introductory theology classes don’t assume the same familiarity with the Bible—even from students who come from traditional supporting churches and schools.

“It has always been difficult to develop a thoroughly Reformed worldview in students,” says Jongsma. “North American Christianity has been largely doctrinal or pietist. But we believe a Kuyperian understanding of Scripture gives a more holistic view of the world and so in a deeper way helps prepare students for lives of service”—service in the broad sense of everything they do.

To accomplish that, faculty work together out of a common vision. Getting bombarded with different perspectives makes it difficult for students to form their own perspective at an important time in their lives.

That doesn’t mean all faculty see eye to eye on all issues, as many will testify after long debates over concrete curricular changes. But when new faculty members are hired they have read and agreed to foundational documents that outline a Reformed worldview. The new faculty orientation seminar allows them to further develop their own ideas and evaluate whether Dordt College is the place they want to be, says Jongsma. He guides them through readings and discussions of the history of the college and its Reformed worldview as well as issues in educational philosophy, pedagogy, and Christian scholarship.

Faculty members hone their Christian perspective in their discipline through a systematic program in which the division deans and the faculty status committee oversee two, four, and eight-year papers or projects that demonstrate how their Christian perspective is made concrete in their discipline.

Another way faculty and departments continue to wrestle with perspective in their subject area is through periodic program reviews.

“It’s an opportunity to challenge each department to see how these ideas are incorporated into the curriculum,” says Curriculum and Academic Policies Chair De Boer. “We live in a world where there are strong trends in how education should be done. For the most part, we use the same texts as any other college or university. Our message easily gets diluted—or blended,” he says. He dreams about what Dordt College could do if we could put more resources into the academic program, including writing textbooks.

“If we could buck some trends, some incredible things might happen,” he says. “Our programs are distinctive, but they could be even better.”

De Boer and the others say that the longer they teach the more consciously they try to influence students to change from a North American to a Reformed Christian worldview. “That’s more important than making sure they get everything that’s in the textbook,” De Boer says.

“Ultimately teaching is a matter of passion,” says Schaap. “We can’t tell students what they have to believe, but we can speak passionately and committedly to encourage them to think about why they believe as they do and not just be generically Christian.”

“We need to keep rethinking how our curriculum can proclaim our ‘otherness,’” he says. “I became enamored with Calvinism as a student on the basis of a desire to help redeem the world. That was incredibly arrogant for a child of a small ethnically exclusive community, but it made me want to do things for God in a big way. That’s the impetus of the Kuyperian vision.”

## The context is part of the perspective, faculty say

Teaching and nurturing a Christian worldview doesn’t happen in a vacuum. Professors strive to make it concrete in classes. It’s easier to do in some than others. In Gen 300, the senior capstone course Calling, Task, and Culture, professors are aware that students need to concretely wrestle with their roles as they get engaged or married, with being civil to people they go to church with or live next to, with how to set priorities and budget the money they will soon be earning.

But the wrestling continues beyond the classroom. One new faculty member says he notices a difference in how much his students discuss together outside of class. He attributes it to the strong sense of community that characterizes Dordt College as a residential campus. Student Services staff stress the importance of community, giving a context and balance to students’ lives. Students, professors, and staff get to know one another, creating a healthy accountability.

“This is a unique community,” says Dr. James Schaap. “It’s almost a village in itself. Deep and abiding friendships and commitments begin here.”

Dr. Karen DeMol adds, “Music students are notoriously competitive, but I find students here to be more supportive than competitive. They encourage one another rather than bad-mouth or one-up each other.”

Dr. Carl Zylstra, too, notes something healthy. “When I was in college I hung around mainly with other philosophy majors. Here I see students forming friendships and interacting with others from many different departments.” That gives them a broader perspective on what they’re learning.

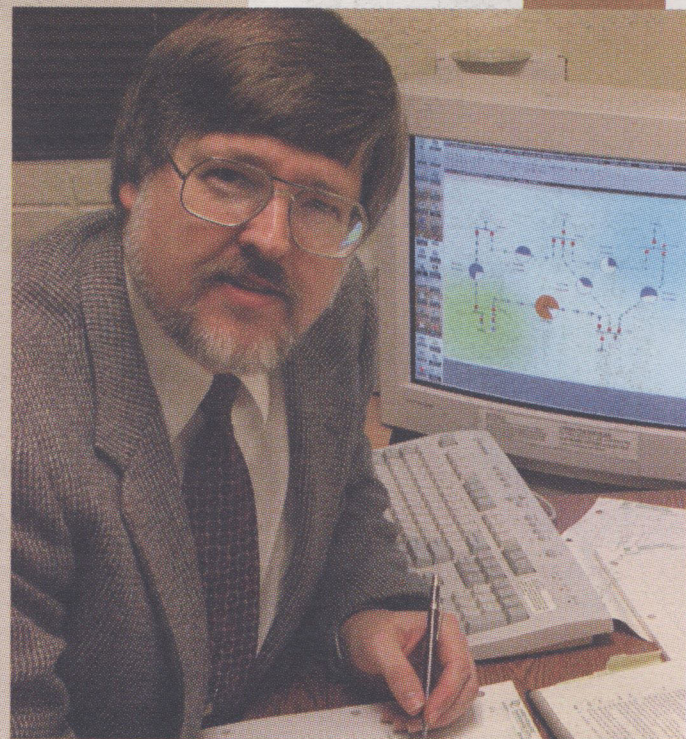
And ready access to faculty and staff members who take time to mentor students who want it create ideal learning situations where students’ Christian perspective can be nourished and grow.

Zylstra recalls a comment made to him by a student who decided to leave Dordt

College after one year: “When I came I knew I would get a religious emphasis in theology class; I had no idea I’d get it everywhere,” he said. While Zylstra does not like to see any student leave campus, that’s the kind of criticism he doesn’t mind hearing.



Dr. Karen DeMol



Dr. Doug De Boer



Plumblines are commentaries broadcast on Dordt's radio station, KDCR. By reprinting some of them, we hope to stimulate thinking about issues we face as Christians living in 2004.

## Plumblines: Worldview really does make a difference in everyday living

**Dr. Sherri B. Lantinga**  
Professor of psychology

My social psychology students are often dismayed that their first assignment—due on the second day of class—is to not only read the textbook's first chapter but to analyze its assumptions and write a short paper. I stole this idea from a business department colleague, Gary Vander Plaats, a few years ago, and it has been a critical part of my teaching ever since.

Students, like the rest of us, tend to mindlessly accept whatever experts say. We listen to people dressed in uniforms, people with expensive cars or clothes, people who write books—especially textbooks. But what if those presumed experts have perspectives on the world that are different from our own? What if those people are wrong or even malicious? Most of us don't take the time to assess underlying perspectives or how the ideas built upon them may be faulty ones. We tend instead just to go along with their ideas and the implications without much thought. Does this matter? Is this important?

Long ago, philosophers Descartes and Spinoza had different ideas about how people

think about information. Descartes believed that people first understand a message and then need to expend effort to either accept or reject it. Spinoza believed that as people understand a message they automatically believe it; we only expend effort to reject the message. In other words, if we don't have the time or motivation to actively consider and reject a message, we have already accepted it.



Social psychologists put these two ideas to the test and found that Spinoza was right. Seeing persuasive ads on TV or reading a textbook without taking the time or energy to actively think about the message means that we mindlessly accept it.

Now, this mindless acceptance might be fine if the message is relatively harmless (e.g., Coke is better than Pepsi) or if we can trust that the authority has the same fundamental beliefs we do (e.g., my pastor). But what if the message, or its underlying assumptions, are not harmless but have implications for how we understand the world?

I use a social psychology textbook that is written from an evolutionary psychology perspective because I want students to understand the arguments to better engage the culture around us. After evaluating the authors' basic assumptions, students often comment that they had never thought to critique text authors before. After all, authors are very well educated and smart enough to write a whole book that reviews the discipline! If students had not explicitly evaluated the underlying perspective and its conflicts with a Christian perspective, to what degree would they implicitly believe the authors' frequent statements that people are (and should be) truly motivated by self-serving desires to get ahead of others?

My goal for this assignment and others like it is to help students realize that they have basic beliefs—worldviews—that influence how they see and interact with the world. Their worldview, like everyone else's,

answers basic questions about the nature of reality, about who people are, what causes human problems, and how to solve those problems. We can use this worldview approach to evaluate textbooks, personality theories, or historical shifts. Sigmund Freud had a lot of wrong ideas from both a Christian and scientific perspective, but we can agree with him on some things, like the fact that people are pretty rotten at the core. Behaviorist B. F. Skinner got a lot wrong, too, but he correctly emphasized that our physical and social context strongly influences our everyday behavior. Thus, students are encouraged to use a basic framework for comparing their own basic beliefs with those of others to assess common ground and areas of fundamental disagreement.

On the philosophical end, I try to help students actively rather than mindlessly consider assumptions and their implications. On the concrete application side, I also try to help students see that what they are learning matters for their everyday lives as servants. Students do not just learn about the scientific research on causes of aggression and anger; students also observe their own anger and aggression for a few days, analyze its causes, and learn healthier ways of dealing with anger that are more consistent with God's anger against injustice. We don't just *learn* about research on helping behavior; small groups of students conduct ten-minute studies on campus to observe how helpful people are under different conditions—and quickly discover how unhelpful we are because we're too caught up in our own lives. We don't just *talk* about the many contributors to heart disease, accident risk, and alcoholism. Students interview family members, sketch their social and medical health histories for three or more generations, assess what factors place themselves at risk for health problems, and describe ways that they can decrease their risks. If students can see how the academic material fits into a larger picture of the world they live in, they are more motivated to do the readings, to participate in class, and to use the information as they serve in the kingdom.

Students have a worldview and have tasks in the kingdom today—not just after graduation. Our basic beliefs about people as relational, responsible, physical, and fallen creatures actually matter as we evaluate information and respond faithfully in our classrooms, dorm rooms, and places of work. Helping students understand that fact is the greatest contribution I can make as a teacher at Dordt College.

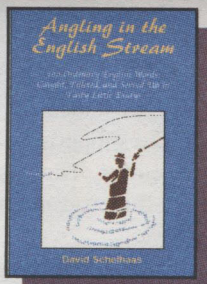
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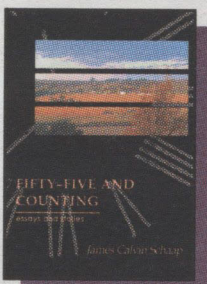
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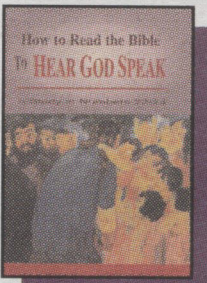


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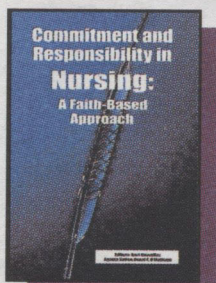
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## DORDT COLLEGE

### Administrative Opening - Vice President of College Advancement

Dordt College invites applications and inquiries for the position of Vice President of College Advancement. Serving on the President's cabinet, the VPCA is primarily responsible for planning, organizing, implementing, and providing leadership to the institutional advancement and all external relations activities at Dordt College.

Candidates should have a four-year degree in Administration or Education and a minimum of 5 years of related experience in a non-profit organization, preferably in education. Experience with coordinating outreach and admissions activities would be desired. Qualifications would also include demonstrated competence in resource development, exceptional communication skills (written and oral), comfort with extensive travel, experience in managing and leading a professional advancement team, and an ability to conceptualize and frame strategies for development and fundraising.

Interested individuals should have an exceptional ability to communicate with diverse constituencies the mission of Dordt College. The VPCA must be able to work in partnership with campus faculty, staff and administration, and to participate in and encourage the cultivation and solicitation of major gifts. Special consideration will be given to those candidates with organizational acumen and an understanding of the legal aspects associated with resource development. Accounting and mathematical skills are also desired for working with budgets, campaign reports, trusts, annuities and other deferred giving instruments.

Enthusiastic Christians with a commitment to the Reformed faith and the desire to promote quality Christian higher education, are invited to send a letter of application and resume to the Director of Human Resources at the address below. Review of applications received will begin immediately and continue until the position is filled.

**Susan Droog - Director of Human Resources**  
Dordt College 498 Fourth Ave. NE Sioux Center, IA 51250  
Phone: (712) 722-6017 Fax: (712) 722-1198 Email: [sdroog@dordt.edu](mailto:sdroog@dordt.edu)

Dordt College does not discriminate as to age, sex, national origin, marital status or against those who are disabled.



## Faculty profile

### Vander Zee challenges students to care for creation

by Sally Jongsma

Helping students see the beauty and the absolute marvel of the biological world has made Dr. Delmar Vander Zee ('66) an impassioned and engaging professor for nearly thirty-five years.

For Vander Zee and, he hopes and prays, for his students, learning is more than head knowledge.

"Understanding the biotic world gives us a sense of the awesome task, privilege, and responsibility we have to take care of creation," says

Vander Zee, whose title is professor of biology and environmental studies. In addition to his biology courses, he teaches several environmental studies courses and stresses environmental stewardship whenever he can. For him, stewardship is a direct result of understanding how the creation holds together. In fact, he pushed for and helped get the environmental studies program started at Dordt College almost twenty years ago. In the late '80s he worked with colleagues in the agriculture department on field nitrate research. The pioneering effort helped the Agriculture Stewardship Center get outside funding to continue such research. And before there was



even talk about service learning on campus, Vander Zee and his students were busy trying to restore, preserve, and sustain natural habitats on campus and in the area because they believed it was an important thing to do. A native prairie plot they planted behind the science building was uprooted to make way for construction of the new campus center and parking lot, but he's been assured it will be replanted on land the college received from the Kuhl farm. Environmental challenges inevitably arise as communities and institutions grow physically.

"There is always an environmental impact to being technologically busy in the world," Vander Zee says. The challenge is to be open to and understand what the real and long-term impact of changing the environment actually is, he believes. And, he tells his students, Christians and Christian organizations should lead the way not only by wrestling with such issues but by responding to them in concrete ways that show we take creation care very seriously.

According to Vander Zee, anyone who walks on campus—or his yard—should be able to see something different—like the twelve stones that God told the people of Israel to set up so that others would ask their meaning. Christians have a responsibility to live in a way that shows they take very seriously God's command to maintain and sustain his creation.

Vander Zee doesn't just rest on his passion to inform his commitment. He's basically earned an unofficial second degree during the

last thirty years by the work he's done with the Au Sable Institute for Environmental Studies in Michigan and Washington state. He's attended many seminars and forums; he's developed and taught courses in land resources, field botany, and ecological agriculture; and he's directed the program at the Washington campus.

"It's very important for faculty to keep developing past tenure review, so that we can keep current in our field at levels that may not be required for a specific course but that will give depth and insight to our teaching," says Vander Zee. He's also worked hard as a member of the Faculty Status Committee to set in place policies that encourage and hold faculty members accountable for continuing to expand their knowledge, keep up with new developments, and deepen their understanding of their field of expertise. And he initiated one of the first departmental program reviews in the late 80s, a process that is now mandatory for all departments. One result of that review was that biology majors hone their professional skills by conducting a directed research project during their senior year.

"My summers have been like working sabbaths," he says, "time to study, learn, and grow. They've made him more and more committed to being a prophetic voice for creation care."

"A statement made in a commencement address by Dr. Gordon Spykman some years ago remains with me always," he says: "Nothing matters but the kingdom, but because of the kingdom everything matters."

## Campus Capsules

### Students win honors in music competition

Two Dordt College students recently won honors in music competitions.

Carrie Spronk advanced from the state and district organ competition of the MTNA (Music Teachers National Association) and will now play at the national competition in Kansas City on March 28 or 29.

Senior Mark Jansen won the state composition award for the MTNA; he is waiting to hear about the District.

Ruth Lynch, flute; Sarah Buteyn, flute; Amanda Jasper, clarinet; Shirley Buist, clarinet; Amy Vander Kamp, trombone; Anna Kooi, trombone; Nate DeBoer, trombone, were selected to perform in the Iowa Collegiate Honor Band. The 100-member ensemble performed at CY Stephens Auditorium in Ames, Iowa, on November 22. Conductor of the select ensemble was Richard Blatti from Ohio State University.

### Concert Choir will travel to convention

This spring, the Dordt College Concert Choir will travel to Sioux Falls, South Dakota to participate in an American Choral Director's Association (ACDA) convention. The convention, held from March 4-6, hosts a wide variety of choirs from the ACDA's North Central Division. To be invited to the convention, choirs submit recordings of their repertoire from the past three years.

"All kinds of groups are invited—college, church, and community choirs," says director Benjamin Kornelis. "We were competing in the college and university level, with schools of all sizes." Kornelis is particularly excited because this is the first time the Concert Choir has been invited to the convention since he first came to Dordt. At the convention, the choir will participate in a "Music and Worship Event" at First Lutheran Church. Under the leadership of John Walker, the event will also include performances by the Women's Chorus from Northwestern College in St. Paul, Minnesota, and the Doane College Concert Choir.

"Whenever I go to these types of events," he says, "it really raises the bar for me and lets me know what's possible, and I always come back with all these new ideas. I really hope it will do the same for the students as they hear different choirs and are directed by different directors."

## Student profile

### Jansen's goal is writing music for the theater

by Andrew De Young

Mark Jansen is a musician and a composer, but he's also a storyteller. When he started piano lessons in grade school, he was more interested in playing film scores by ear than playing songs from his music books. He composed his first piece of music for a high school English class after reading Fyodor Dostoyevsky's *Crime and Punishment*. Years later, nothing has changed—in his years at Dordt, he has



won Meritorious Achievement awards at the American College Theater Festival for sound design in two Dordt theater productions, and written music for *Ghostdance*, last semester's one-woman show.

"I like writing music for the theater," says Jansen. "It really forces you to be creative within certain boundaries." When writing for a play, Jansen takes characters, situations, themes, and emotions, and connects them with melodies and motifs that recur and change throughout the music. Another benefit of writing for theater, he says, is that it forces him to grow as a composer by allowing him to write in different styles.

"When I wrote for *Ghostdance*, I had to learn a lot about Native American music. Would I have written anything like that if I didn't write for the theater? Probably not.

Writing for plays connects me with a whole bunch of things."

Although he has only recently started to work on serious compositions, the love of music is something that has been with Jansen his whole life. His parents weren't professional musicians, but they did participate actively in church music, and encouraged Jansen and his siblings to take music lessons at a very young age.

"We were a musical family, but that's a natural thing in Reformed communities," says Jansen. "A lot of people grow up with a piano in their home and learning how to sing four-part harmony."

Jansen continued to do well in his music lessons, but what he loved most was trying to plunk out movie

scores on the piano. The scores for *The Lion King* and *Apollo 13* were some of his favorites. Hans Zimmer's score for *Crimson Tide* sparked an interest in Russian music, an interest that would serve him well when he composed a piece for a high school project on Dostoyevsky's *Crime and Punishment*. And later, Jansen was able to resurrect part of that high school composition when he wrote the music for Dordt's production of *Nothing Sacred*, a play set in nineteenth century Russia.

Jansen has had a good run at Dordt, but that's not to say that he hasn't had his doubts. There were times, he says, when he considered transferring elsewhere, since Dordt doesn't have a music composition major. But he didn't transfer, and if you ask him, he'll tell you that the decision to stay at Dordt was

the right one.

"If I had gone somewhere else, I probably would have been completely immersed in the music. In a lot of ways, that would have been nice, but there are so many unique opportunities at a Christian college, especially a Christian liberal arts college. I think I'm better off in the long run."

Part of the way he's better off, says Jansen, is that he can relate his music to other aspects of life. His English classes, for example, help him to analyze scripts when he is composing music for a play.

"But it's not just plays," he says. "Even in more classical compositions, you need to have something that connects the music to the human experience." Connecting music to the human experience, says Jansen, means he always writes out of certain experiences and emotions, even when he's not writing for the theater. Last spring he performed a piece based on a friend's struggle with kidney failure, and he recently composed a piece for a contest that was broadly based on the emotion of joy.

"The music always comes from you, from your emotions and your beliefs, but in the end you really want it to reach people on a personal level. That's a really good feeling—when you compose something from the heart, glorify God with it, and connect with other people."

In the years to come, Jansen hopes to study composition in graduate school and perhaps compose film scores in Hollywood. But wherever he ends up, his goal will be the same: that good feeling he gets whenever he composes something from the heart, glorifies God, and connects with other people.



## Faculty news

**Alberta Ayee** is Coordinator of Student Services for Minority and International Students. In her part-time position, Ayee focuses on assisting minority and international students in becoming an integral part of the campus community. She is advisor to the Spectrum Club, encourages networking opportunities with area colleges, serves as a liaison between students and college offices or personnel when needed, and does whatever else is needed to help them adjust to this area and our college.

**Susan Blom** is the theatre department seamstress and costume shop supervisor. She builds costumes for main stage show college productions and maintains the wardrobe inventory and oversees costume rentals.

**Kathy Fictorie** is a new evening supervisor in the Dordt College Library. She assists patrons and student employees, circulating library materials, teaching others how to utilize the equipment or reference materials, and answering questions.

**Sam Gutierrez** is serving in a ten-month, temporary position as campus ministry intern in the office of student services. His primary responsibilities include working with the Campus Pastor and residence life office to develop and guide spiritual activities and faith life on campus.

**Janna Holwerda** joined the admissions office this summer as an admissions counselor. She works with prospective students who are homeschooled and who live in Manitoba, Idaho, the East Coast, and south central United States.

**LeeAnn Moerman** provides secretarial support to the president's office and the board of trustees.

**Jeremiah Schutte** is the interim network administrator at the college while Frank Bulk is on an administrative leave pursuing his master's degree. As a workstudy student, he served for four years as an Assistant Network Technician. Jeremiah maintains all computers on campus.

**Valerie Sikkema** serves as a chemistry lab supervisor and the greenhouse manager. Valerie has a bachelor's degree in science education and has taught high school level laboratory science courses.

**Barb Tazelaar** is a part-time secretary for the admissions office. She answers the phone, receives visitors, and assists with data-entry projects.

**Heather Van Zee** is a new counselor in the admissions office. She travels and meets with prospective students throughout most of Canada.

**Andrea Westerbeek** is the new accounts payable clerk in the business office. She processes invoices for payment to vendors, and enters voucher and vendor information into the computer system.

**Dr. Duane Bajema** served as a reviewer for five papers for publication for the Southern Region Agricultural Education Research Conference, a regional conference dedicated to sharing current research in agricultural education. The conference will be held in St. Louis on February 3-4, 2004. The Southern Region is a subsection of the international American Association of Agricultural Education.

Computer Science Professor **Dennis De Jong** made a presentation at the Protestant Reformed Teachers' Convention in October on "Computers and the Mathematics Classroom."

He presented principles to guide the use of computers in Christian school classrooms. He also demonstrated a computer graphing program to use in grades four through eight and showed two spreadsheet activities for junior high and early high school mathematics courses.

**Dr. Paul Fessler** wrote a chapter in a book published by University of Wisconsin Press in November. *German-American Immigration and Ethnicity in Comparative Perspective* is edited by Walter Kamphoefner and Wolfgang Helbig. Fessler's chapter, "The Political and Pedagogical in Bilingual Education: Yesterday and Today" compares contemporary bilingual education programs and German-American bilingual programs in American public schools over a century ago.

Fessler also contributed to the newly published *Government in America: People, Politics and Policy*, writing over thirty features in sections on "How You Can Make a Difference" and "Career Profiles." Fessler says he tried to pick issues that were of particular interest from a Reformed perspective. He interviewed people for inclusion that are tied to the Reformed Kuyperian perspective. In the Career Profiles section, he wrote a feature on Stanley Carlson-Thies, Program Director of the Civitas Program in Faith in Public Affairs at the Center for Public Justice.

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**Drs. Wayne Kobes and Ron Vos** spoke on the topic "The Dordt College Agriculture Stewardship Center: A Search for Normative Agriculture," at the tenth annual agricultural missions conference sponsored by ECHO (Educational Concerns for Hunger Organization), a non-profit, Christian organization actively involved in networking global hunger solutions. Vos, who is professor of agriculture, and Kobes, who is professor of theology, joined forces to address the topic of God's calling to those in agriculture at the conference in Fort Meyers, Florida, Nov. 11-13.

Vos also led a meeting in which delegates brainstormed what they felt would constitute a good Ag Missions emphasis in a college curriculum and represented Dordt College at a meeting with several NGOs (non-governmental organizations) working in Ag Mission to discuss ways to maintain contact with each other and help each other. As a result a special listserve using ECHO's website will be set up.

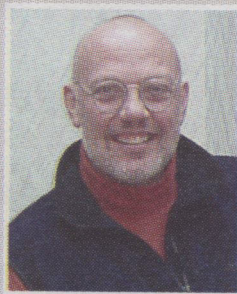
**Dr. Wes Jamison**, director of the Dordt College Agriculture Stewardship Center and associate professor of agriculture, has been named to the advisory board of the Leopold Center in Ames, Iowa. Jamison will represent the Iowa Association of Independent Colleges and Universities (IAICU) on the board. The Leopold Center explores and cultivates alternatives that secure healthier people and landscapes in Iowa and the nation. It is a research and education center with statewide programs to develop sustainable profitable agricultural practices that conserve natural resources.

The seventeen-member board advises the director on funding of research proposals, policies and procedures, budget development, and program review. The Center collaborates with ISU Extension and other university, state, and local organizations to communicate research findings.

Jamison has been invited to give a presentation and paper at a national symposium in Delhi, India, on November 26. He will speak on the relevance of genetically modified technology to Indian Agriculture and Food Security. The title of his address is "Social and Political Risk Management of GM Crops." The conference is sponsored by the Indian government and is organized by Gene Campaign, an Indian non-governmental organization.



**Dr. James Schaap** contributed to three recently published books: *Epiphanies*, published by Baker; <http://www.baker-books.com/>, *The Eternal Present*, published by Crossroad Publishing Company (available at Amazon.com), and *The Best Christian Writing of 2004*, published by Jossey-Boss. <http://www.josseyboss.com>.



In October, Schaap was the keynote speaker at the Christian Educators Association in Milwaukee, and he read from his work as part of a community art and lecture series held at Southwest Christian High in Edgerton, Minnesota.

**Dr. Mark Christians and Professor Barb Hoekstra**, co-chairs of the college assessment committee, led a session at the National Assessment Institute at Indiana University-Purdue University at Indianapolis (IUPUI) on November 4. The title of their presentation was "The Assidere Approach to Assessment at Dordt College."

**Professor Susan Van Geest** had three works accepted into the Iowa Crafts 36 Juried Exhibit at the MacNider Art Museum in Mason City, Iowa. The works were on display from November 23 to January 4. The three pieces are titled "Cityscape" (wood table), "for H.D. Thoreau" (wood book), and "untitled" (clay book). "For H.D. Thoreau" earned the Artist to Artist Award.

**Dr. Carl Fictorie's** review of *Building Student Safety Habits for the Workplace* by Mickey Sarquis was published in the Journal of Chemical Education. The citation is: Fictorie, Carl P. J. Chem. Educ. 2003 80 1384.

**Dr. Benjamin Kornelis** recently received word that two of his compositions, "May the Road Rise Up to Meet You," and "There Is No Rose," have been accepted for publication by Harrock Hall Music. They will be released in early 2004.

**Dr. Jim Vanderwoerd** will present a paper at the Society for Social Work and Research on January 20 in New Orleans titled "A Comparative Case Study Exploring the Influence of Government Funding on Faith Based Organizations."

**Dr. John Van Dyk's** book *The Craft of Christian Teaching* was recently translated into Korean and published by Intervarstiy Press.

## Schelhaas receives Iowa literacy award

English Professor David Schelhaas was honored with a 2003 Literacy Award at this year's Iowa Council of Teachers of English ceremony held in Des Moines on Friday, Oct. 10.

The literacy award is given annually to one college professor, one librarian, an administrator and four K-12 educators in the state who have made contributions to language development and learning of literacy in the state of Iowa.

Schelhaas has taught English at Dordt College since 1988, where he teaches "Methods of Teaching English" and supervises student teachers training for positions in junior or senior high schools. Prior to his fifteen years as a college educator, Schelhaas taught high school English courses for twenty-three years at Western Christian in Hull and West Michigan Christian in Muskegon, Michigan. He was also an adjunct college instructor at Muskegon Community College.

In nominating Schelhaas for this award, colleague Bill Lyons said "[Schelhaas'] philosophy of education in capsule form is this: First, all children are created in the image of God and as such are deserving of great respect and the very best education teachers can give them. Second, the ability to use language is not only a mystery, but also a uniquely human trait. Noam Chomsky calls the ability to use language a 'latent structure in the human mind.' That being the case, David believes that helping people develop their ability to use language, teaching reading and writing and literature, is a high calling. When we teach language, we pass on not only practical skills that are valuable in the daily interactions of our lives, but we help our students develop the tools they need to wrestle with big ideas and explore their deepest hopes and joys and fears that are part of being human."

Schelhaas has been widely published in

religious journals and has also written articles for the *English Journal*. He recently completed the book *Angling in the English Stream: 100 Ordinary English Words, Caught, Filleted, and Served up in Tasty Little Essays*. The book is published by Dordt College Press. It draws on words used on his weekly radio program, "What's the Good Word?" which analyzes ordinary English words, trying to communicate something of the sense of wonder he feels at the meandering journeys the meanings of words have taken as they have been used over centuries.





# Development news

## Alumni giving rate is number two in the nation among comprehensive colleges and universities

Among 324 colleges and universities in the United States in the *US News & World Report's* "Comprehensive Colleges-Bachelor" category, Dordt College alumni ranked number two in the nation for the percentage of alumni who donated to the college last year.

The average Dordt College alumni giving rate, as calculated by the *US News & World Report*, was forty-seven percent last year. The only comprehensive college in the nation with a higher alumni giving rate last year was Elmira College of New York with a forty-eight percent giving rate. The alumni giving rate of a few other Christian colleges as reported by the *US News and World Report* include Northwestern College of Orange City with thirty-two percent; Calvin College with thirty-one percent; and Trinity Christian College with twenty-two percent.

Congratulations to our alumni for achieving this remarkable distinction. We are grateful to God for your loyalty and faithfulness. We are proud of your commitment to the vision and mission of your alma mater and of how you live and work out of the reformational principles you acquired at Dordt College.

## Eighteen new or increased deferred gifts were established in 2002-2003

Eighteen friends established new or increased deferred gifts to Dordt College last year. Through the efforts of the Dordt College Planned Giving Office and the Barnabas Foundation, these gifts have an expected maturity gift value of \$4,511,000.

Bequests in wills, gift annuities, charitable trusts, and life insurance policies naming Dordt College as the beneficiary are all considered to be "deferred gifts" because these gifts do not become available for use by the college until a specified future date.

Maturity dates may be upon the demise of the donors (in the case of bequests and most gift annuities) or can be a set number of years (in the case of certain types of trusts). Most deferred gifts are earmarked for endowment purposes.

Cumulatively, a total of 555 friends have made deferred gifts for the benefit of the college. Friends who have made deferred gifts and have notified us of such gifts are considered to be members of the Dordt College Heritage Society. Members of the Heritage Society have committed over \$16 million in "expectancies" to the future endowment of the college. We are most grateful to God for the love and special commitment of these friends to Dordt College's future.

If you have made provision for Dordt College through such a deferred gift but have not been formally recognized as a member of the Heritage Society, please let us know so we can make you an official member.

If you haven't yet made a deferred gift commitment to the college, we ask that you prayerfully consider doing so. It is one of the single, most important things you can do to ensure the future stability of the college and to help keep Dordt College affordable for future generations of Christian youth.

## Heritage Society update

Eight new members joined the Heritage Society in the last several months. We welcome: Norm and Janice Dieleman, Harry and Lois Visser, Dan and Marian Ten Pas, and John and Sylvia De Winter.

## 2002-03 donor list reaches all time high

A total of 8,364 friends, alumni, and businesses made gifts to Dordt College last year, an all-time high and an increase of 300 donors over the previous year. In addition, 335 churches sent gifts.

Considering the general weakness of the economy, gift support for the college in 2002-03 remained exceptionally strong. We were especially grateful to see a significant increase in gifts to the Dordt College Fund (the annual Fall Drive).

The Dordt College Fund serves as the foundation for the annual operation of the institution and is vital for keeping the cost of attending the college affordable. Gifts to the Dordt College Fund increased from \$753,000 in 2001-02 to \$922,000 in 2002-03.

A \$2 million grant from the Lilly Endowment had a major impact on total gift support in 2002-03. This was a one-time gift earmarked by the Endowment for a "Programs in Christian Vocation" project. The cornerstone of this project is a First Term Seminar that will help students develop greater clarity about the relationship between their faith and their vocational choices, and what it means to be "called" to lives of service. Total gift support to the college increased to over \$6 million last year compared to \$4.8 million the year before.

On behalf of our students, faculty, staff and trustees, we want to express our gratitude to all of those who provided the more than \$6 million in gift support to the college last year. We give thanks to God for your prayers and loyal support. You are vitally important to the mission of Dordt College.

## New Alumni Council Members

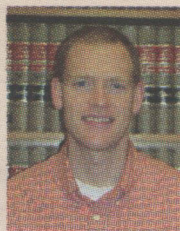
**Dori (Kooistra) Horstman** ('90), lives near Inwood, Iowa, where she helps her husband, Rob, with their farming operation while working part-time as a social worker at Hope Haven. The Horstmans have two young sons.



**Matthew Bylsma** ('98) lives in Highlands Ranch, Conifer, Colorado with his wife, Micah (Scott, '98) and their 15-month-old daughter, Halle. Matt is a project engineer for a consulting engineering firm and is a deacon in his church. For relaxation the Bylsmas enjoy hiking, camping, and family activities.



**Micah Schreurs** ('97), practices law in Sheldon. He and his wife, Shannon (De Wit, '97) are the parents of two young children. They are also members of Immanuel Christian Reformed Church where Micah is a deacon.



**Jon Kroeze** ('92) is a fourth grade teacher at Calvin Christian School in Blaine, Minnesota. Jon and his wife, Laura, are parents of two young sons who occupy their out-of-school hours. Jon provides leadership to the missionary partnership ministry and teaches in the high school.



**Faith (Rylaarsdam) Rietveld** ('96) lives in Bellflower, California, with her husband, Rick, daughter, Tara, and son, Richard. Faith continues to use her musical gifts as a piano teacher, as well as organist and choir accompanist at her church. Faith is completing Cara (De Wit) De Haan's term on the council.



### ALUMNI COUNCIL

**Helen (De Groot) Bonnema** ('69)  
**Dori (Kooistra) Horstman** ('90)  
**Bryan Kooi** ('87)  
**Rodney Lamfers** ('95)  
**Paul Schelhaas** ('70)  
**Micah Schreurs** ('97)  
**Jon Kroeze** ('92)  
**Rose (Vander Plaats) Van Engen** ('77)  
**Carol (Veldhouse) Ribbens** ('72)  
**Andy Schuttinga** ('97)  
**Teresa (Weidenaar) Kredit** ('87)  
**Henry Contant** ('77)  
**Karen (Wiersma) Kooistra** ('81)  
**Doug Van Andel** ('76)  
**Clayton Danzeisen** ('75)  
**Faith (Rietveld) Rylaarsdam** ('96)  
**Chuck Adams** ('90)  
**Jeff Hall** ('76)  
**Sylvan Gerritsma** ('68)  
**Heidi Visscher-Sikkema** ('88)  
**Rhonda (Huizenga) Vogelzang** ('76)

## DORDT COLLEGE

### Faculty Positions

*Dordt College is seeking applications in the following areas:*

- Criminal Justice** - Develop and teach in an interdisciplinary criminal justice program. Qualified applicants should have a background in criminal justice, criminology, sociology, or related field.
- Education** - Special education. Ed.D or Ph.D preferred.
- Environmental Studies** - Teach introductory and upper level environmental studies courses. Coordinate and direct the program, possibly teach course(s) in biology, earth science, and/or agriculture. Ph.D. required.
- Health, Physical Education, Recreation (HPER)** - Teach a variety of HPER major and activity courses and coaching duties yet to be determined.
- History** (possible opening) - Teach general education (including a non-western course) and upper-level courses.
- Psychology** - Teach introductory psychology and upper level courses in the area of counseling psychology.
- Social Work** - Generalist; micro-practice background; methods courses and field practice.
- Spanish** - Teach elementary, intermediate, and upper level courses in Spanish language, literature, and culture.
- Theology** - General education courses in biblical theology and upper level biblical studies courses.

Evaluation of applications will continue until the positions are filled. To learn more about a position and receive application materials, qualified persons committed to a Reformed, biblical perspective and educational philosophy are encouraged to send a letter of interest and curriculum vita/resume to:

Dr. Rockne McCarthy  
 Vice President for Academic Affairs  
 Dordt College  
 498 4th Ave. NE  
 Sioux Center, IA 51250-1697  
 Facsimile: 712 722-4496  
 E-mail: [vpaa@dordt.edu](mailto:vpaa@dordt.edu)  
 Web site: [www.dordt.edu/offices/academic\\_affairs](http://www.dordt.edu/offices/academic_affairs)

## DORDT COLLEGE

*Dordt College is an equal opportunity institution that strongly encourages the applications of women, minorities, and disabled persons.*

## Dordt College Jubilee Play Competition

Dordt College will be celebrating its jubilee anniversary – fifty years of service to Christian higher education.

In honor of the occasion, we invite submissions of original plays to be performed during the 2004-2005 academic year.

### Awards:

#### First Place

- \$1500
- Production of your play as Dordt College's Spring 2005 mainstage show
- Provisions for your attendance at the play's debut

#### Second & Third Places

- \$750 and \$250 awards

**Submission Deadline:** August 1, 2004

**Winner Announced:** September 17, 2004

To enter, send your manuscript to:

Jubilee Committee  
 Attn: Dr. John H. Kok  
 Dordt College  
 498 4th Avenue NE  
 Sioux Center, IA 51250

For more information call: 712-722-6434  
 Visit [www.dordt.edu/events/jubilee/play.shtml](http://www.dordt.edu/events/jubilee/play.shtml) or  
 E-mail [jschel@dordt.edu](mailto:jschel@dordt.edu)



## All My Sons goes to ACTF

Dordt's fall theater production, *All My Sons* by Arthur Miller, directed by Professor Jeri Schelhaas, was one of seven productions selected by adjudicators to be performed at the Region Five Kennedy Center American College Theatre Festival in late January. Out of 54 entries this year, seven were selected for performance at the regional festival. The invitation is a high honor for both students and faculty.

*All My Sons* will be performed twice on January 21 in the brand new 250-seat Byron Flex Theater on the campus of the University of Denver. The other schools invited are Kansas City Community College, Emporia State University, University of Minnesota-Duluth, Rockhurst University, Nebraska Wesleyan University, and the University of Northern Colorado.

## New scholarships are funded

Three new scholarships will be available to students next year, thanks to generous supporters of Dordt College.

**The Daniel Osterman Memorial Scholarship** was set up by the parents of Daniel, following his death in a car accident on the way home from college. The scholarship is open to students interested in veterinary science, Daniel's major.

**The Good Shepherd Scholarship**, funded by Don Nibbelink, will go to an education major with an emphasis in special education. It is open to sophomores and juniors who are accepted into the teacher education program.

**The H. and H. Van Klaveren Youth Ministry Scholarship** will be awarded to an incoming first year student majoring in theology with an emphasis in youth ministry. Applicants must have a GPA of at least 3.0.

# Sports

## Volleyball team reaches national semi-finals

Mike Byker

The Dordt College Lady Defender volleyball team reaped the rewards of an extended season early in December when they traveled to San Diego, California, to take part in the NAIA national volleyball tournament. The trip marked the fourth time in six seasons the Lady Defenders advanced to the elite tournament.

The Lady Defenders beat Spring Hill (Alabama) on the first day of the tournament 3-0 and then played to two 3-2 wins over Lubbock Christian (Texas) and Georgetown (Kentucky) on Thursday, December 5 to allow the Lady Defenders to advance to the final day of pool play on Friday with a 3-0 record. On Friday Dordt College squared off with Madonna, the fifth seed in the tournament and lost to the Crusaders 3-2, ending pool play with a 3-1 record.

Advancing to the quarterfinal round for the fourth time in school history, the Lady Defenders drew an upstart, unseeded Walsh (Ohio), in the round of eight. Playing their best match of the tournament the Lady Defenders blitzed the Cavaliers from the start and rode the momentum to a 3-0 match win and a first ever berth in the national semifinals.

It was in the Final Four that Dordt College ran into Fresno Pacific and the second rated Sunbirds. Dordt held leads in all three games, but couldn't hold off the experienced and talented California team, losing 3-0 by game scores of 30-26, 30-24, 30-26.

For her efforts Alisa Den Hartog was one of twelve players at nationals to be named to



Dordt's young volleyball team shows promise for another good year next season.

the all-tournament team. Den Hartog averaged 13.7 assists per game at the tournament while Rachel Van Beek and Tara De Boer put down 3.7 kills per game. Rachel Pontier was close behind with 3.5 kills per contest and Lindsey Van Wyk was good for 2.9 kills and 3.5 digs. Tricia Beckering and Jill Bouma were both among the tournament leaders in digs with 6.0 and 5.8 per game respectively.

"The lessons these women learned at this tournament will be so valuable when they prepare for next season," said Coach Tom Van Den Bosch at the conclusion of the four-day tournament.

The Lady Defenders ended their season with a 37-6 record and were 16-0 in the Great Plains Athletic Conference along with winning the post-season tournament. The Lady Defenders have won or shared the conference title three of the four seasons since the GPAC was formed and have won the post-season title those same three years.

Dordt will lose Den Hartog and Beckering to graduation, and Pontier, who was also named an NAIA Scholar Athlete, is the only junior on the roster as the Lady Defenders matched their third highest single season win total with 37. In the last four years the Dordt College record is 138-26.

## Tom Vanden Bosch named national NAIA coach of the year

When the Western Christian volleyball team needed a coach in 1972, there was no search committee, there was no lengthy interview process, there were no applications. The job fell to a teacher who had a free period. Nearly thirty years later that man, Tom Van Den Bosch, received the highest NAIA coaching honor by being named the Tachikara/AVCA (American Volleyball Coaches Association) 2003 NAIA coach of the year.

Van Den Bosch helped build the Western Christian volleyball program into one of the most respected in Iowa with sixteen state tournament trips, four state titles, two runner up finishes, and four finishes in the Final Four—at a time when Iowa High School volleyball featured a one or two classification system, not the three and now four class system.

In 1997 Van Den Bosch took on the challenge of coaching Dordt College volleyball. A school with one national tournament trip to its credit in 1996 has now gone to the national tournament four more times with three finishes in the quarterfinal round and a historic finish in the Final Four this past fall.

"Coaching at Dordt College is extremely gratifying, and I feel blessed for the opportunity to be part of this unique Christian college," says Van Den Bosch. "God has seen fit to allow this volleyball team and coaching staff to play in high level tournaments and experience national recognition."

The 2003 volleyball season, for which Van Den Bosch is receiving the national award, saw the Lady Defenders win the Great Plains Athletic Conference regular season championship with a 16-0 record. The Lady Defenders then took the GPAC post-season tournament title and were the runners-up in the NAIA Region IV tournament, earning a berth in the NAIA national tournament in the process.

Even though the competition is what most

observers see, Van Den Bosch says it's the day-to-day play that he enjoys most. "My favorite part of coaching is still the practice time each day. It is simply a joy to be around young women who enjoy life. I am positive I have learned as much from them as they have from me. These students sincerely have the right perspective of where athletics fit into the academic community."

At the national tournament, the twenty-team field is split into four pools with the five schools within each pool playing a round robin format, determining the top two teams. The top two finishers from each pool then advance to quarterfinal play. The Lady Defenders won their first three matches in the pool format, losing in their final match in five games.

Playing their fifth match in three days against top-notch competition, the Lady Defenders played as well as they had all week in advancing to the Final Four—something no other Dordt College athletic team has ever done. On the last day of the tournament they stopped short of the ultimate storybook finish, losing to eventual National Champion, Fresno Pacific, closing the year with a 37-6 record.

"I see these young women as unfinished pieces of God's handiwork" says Van Den Bosch. "I hope in some small way to be used as a role model in a competitive environment, as a guide in their personal development, as an adult who answers questions, as a friend who can enjoy different social settings, and as a coach who improves their volleyball skill level. By



Coach Tom Vanden Bosch and his wife, Carol, were honored at the banquet.

molding, sanding, and even chipping at each individual, I hope that the volleyball experience at Dordt College will enhance their total Christian educational experience."

In thirty plus years of coaching Van Den Bosch's teams have a combined record of 947-124, winning over 88 percent of the matches he has coached.

"Tom's knowledge of volleyball is second to no one. He is especially talented in making adjustments in game situations," says Dordt College Athletic Director Rick Vander Berg. "He is both admired and respected by his peers in the coaching profession. He instills confidence in his players—they believe in their ability and they have confidence, yet are humble. Tom is the person I would want to coach my daughters!"

While wins and losses may be the measure by which most awards are given, Vander Berg puts it best as to why Van Den Bosch is considered a valuable asset to Dordt College and deserving of the award: "Tom always handles himself with the utmost professionalism. His Christian perspective and commitment are evident in his coaching and his teams."





## Women's soccer

One year after posting thirteen wins the Dordt College Lady Defenders matched that win total, the second highest in the program's history, and advanced to the NAIA Region IV semifinals before seeing their successful 2003 campaign come to an end.

The Lady Defenders used a six-game winning streak from October 4 to October 21 to solidify their spot as one of the top teams in the Great Plains Athletic Conference. Oddly, the team that eliminated Dordt College from the GPAC post-season tournament, was Dordt's first round opponent. The Lady Defenders won the first round before losing to Hastings College.

The Lady Defenders ended with a 13-7-1 record. By reaching the regional semifinals the Lady Defenders advanced as deep into the playoffs as they ever have, matching their finishes in 1998 and 1999.

Bethany Nishimoto and Angie Katsma, a pair of juniors, were named to the All Great Plains Athletic Conference second team. Nishimoto, a forward from Aiea, Hawaii, was the leading scorer for the Lady Defenders with 13 goals. She also had four assists as Dordt College went 8-3 in the conference.

Katsma, a defender from Sheboygan, Wisconsin, was a big reason the Lady Defenders surrendered just 1.3 goals per game average. Katsma also scored four goals and assisted on two others. The biology major also earned NAIA Scholar Athlete status this season.

All Conference honorable mention honors went to Nicki De Blaey, Heather Otten, Flo Haringsma, and Suzanne Clark.

De Blaey is a sophomore from Sheboygan, Wisconsin. De Blaey scored seven goals while assisting on four despite playing on an injured ankle most of the season. Otten, a freshman defensive player from Brookfield, Wisconsin scored two goals and assisted on two. Haringsma, a junior from Ontario, California, and Clark, a freshman from Elm Grove, Wisconsin, played defense for the Lady Defenders as they posted four shutouts and allowed a single goal in six other games.

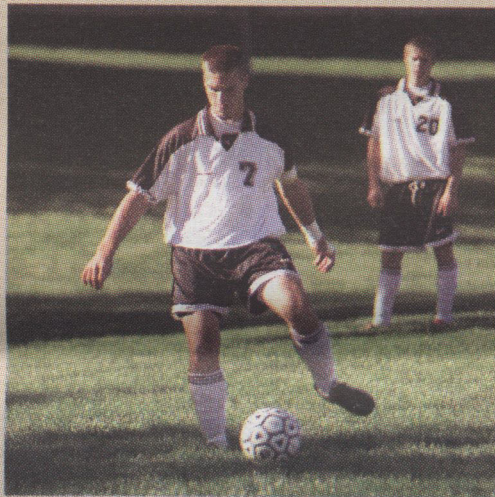
In addition to Katsma the Lady Defenders had three other players named as scholar athletes. Jill Erffmeyer, a senior English major from Hudsonville, Michigan, earns the honor for the second time. Michelle Veldhuisen, a fellow senior from Emo, Ontario, also earned the accolades.

Steph Schippers rounds out the list after scoring five goals and assisting on two this season. Schippers is an elementary education major from West Olive, Michigan.

The Lady Defenders are coached by Bill Elgersma. The Dordt College graduate owns a 108-54-10 career record at Dordt in nine seasons, seven with the men from 1993-1999 and two with the Lady Defenders from 2002-2003.

## Fifteen named 2003 NAIA Scholar Athletes

Rachel Pontier  
Jill Erffmeyer  
Angie Katsma  
Michelle Veldhuisen  
Steph Schippers  
Matt Ruter  
Kyle Van Andel  
Travis De Jong  
Ben Ribbens  
Rachelle Kroll  
Kate Reinsma  
Katie Van Arendonk  
Tanya Holtrop  
Leah Kooiker  
Andrew Hoeksema



## Men's soccer

Despite a disappointing loss on October 18 that took the Dordt College Defenders out of the playoff hunt in men's soccer, the Defenders took two wins at the end of the season to close their 2003 campaign under first-year head coach Craig Stiemsma with a 7-10 mark. Of the ten losses, four were by one goal and three more were by two goals. The seven wins matched the 2002 win total.

Finishing 4-7 in the Great Plains Athletic Conference, the Defenders had three players named All Conference honorable mention.

Matt Ruter, a senior from Sioux Center and a mainstay in the Dordt College defense, earned the honor this season along with NAIA scholar athlete honors for the second time while majoring in engineering.

Mike Oppeneer, a freshman forward from Hingham, Wisconsin, was the leading scorer for the Defenders with 11 goals and three assists for a team high of 25 points. Kyle Van Andel, a junior midfielder from Lynden, Washington, completed the list of conference honors after scoring three goals and setting up seven others with assists. Van Andel also earned scholar athlete status while majoring in Systems Administration/Computer Science.

Two other Defenders were named scholar athletes by the NAIA: Travis De Jong and Ben Ribbens. De Jong is a senior engineering major from Sioux Center, and Ribbens is a junior theology major from Pella, Iowa.

NAIA scholar athletes must be nominated by their coach, make significant contributions to their team, be a junior or senior and hold at least a 3.5 grade point average.



## Cross Country

The Dordt College cross country teams enjoyed much success both on and off the course this season. Highlights on the course included the women successfully defending their championship at Martin Luther's Invite in New Ulm, Minnesota, a sixth place finish at the GPAC meet and a fourth place finish at the NAIA Region IV meet in Lincoln, Nebraska on November, 8, ending their season in the process.

The men finished second at the Martin Luther Invite, finished seventh in the hotly contested GPAC meet, and eighth in the 20-team field at the NAIA Region IV meet.

The finish at Region IV was the best ever for the women since the Region was formed, and the men's finish matched last year's finish.

The honors didn't stop with running as the Lady Defenders had five team members named Scholar Athletes. The group included all five of the top runners with three seniors heading the list. Rachelle Kroll, a psychology major from Sioux Center, Kate Reinsma, an exercise science major from Colorado Springs, Colorado, and Katie Van Arendonk, an exercise science major from Chesterfield, Virginia, all earned the prestigious honor.

The two juniors are Tanya Holtrop, a Sheldon, Iowa, native majoring in exercise science and Leah Kooiker, an elementary education major from Orange City, Iowa, who earned the honor for the first time.

The Lady Defenders were the only GPAC school to have five runners honored from the same team and only one other team nationwide had as many honorees. As a group the five Lady Defenders had a 3.85 grade point average on a 4.0 scale.

The Dordt College men's team also had a runner honored with scholar athlete status. Andrew Hoeksema ran a personal best time of 27:41, well under the required time to qualify for NAIA scholar athlete status. Hoeksema is a senior majoring in philosophy from San Diego, California.

Both the women and men at Dordt College are coached by Ross Goheen.

# Campus Capsules

## B.J. Haan Conference is approaching

The 2004 B.J. Haan Education Conference will be held from March 31 to April 3, 2004, on campus. This year's theme is "Enhancing Social and Emotional Health Among Students." Join Christian fellow-educators to design action steps that fit the needs of your school. The interactive conference will be led by Donovan Graham of Covenant College and is geared to both elementary and secondary schools.

There are no registration fees. For information and/or registration, contact Dr. John Van Dyk (phone: 712-722-6354; email: [jvandyk@dordt.edu](mailto:jvandyk@dordt.edu)), or check the website at <http://center.dordt.edu>

## Schenk coaches team to finals

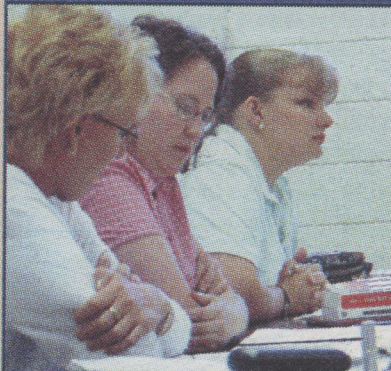
Coach Dave Schenk ('88) has been named Pennsylvania Soccer Coaches Association Coach of the Year for Class A.

Schenk led Trinity Christian's soccer team to its first-ever state play-off appearance at Hersheypark Stadium. Trinity Christian is only in its second year of participation in the Pennsylvania Interscholastic Athletic Association (PIAA). The school has 57 boys in grades 9-12, making it the smallest in the PIAA playoffs. They played the defending champion Christopher Dock, losing in a 5-0 match.

"We scraped by to get here," Schenk said to the *Pittsburgh Tribune Review*. "We were opportunistic, resourceful, and we ran into this team," Schenk said. "I guarantee you couldn't find a single player or parent that would have given a plug nickel on us playing in the state championship game at the beginning of the season."

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## Regional Events

### WINTER TOUR

Chamber Orchestra and  
Jazz Band

**January 7**

Brookfield, Wisconsin

**January 8**

Chicago area

**January 9**

Grand Rapids, Michigan

**January 11**

Troy, Michigan

## Dordt Alumnus Publishes New Shakespeare Study

**Dr. David Ruiter** ('90) has published a study of William Shakespeare titled *Shakespeare's Festive History* (Ashgate 2003), arguing that festivals are key to discovering a clear thematic link in four of Shakespeare's histories—Richard II, Henry IV, part 1; Henry IV, part II; and Henry V. Ruiter received both an M.A. and Ph.D. from Baylor University, Waco, Texas. He writes, "I guess this proves that [Dr. James] Koldenhoven did have a lasting impact on me. At any rate, I'd like to think of hanging out again in the Dordt library, in book form if not bodily." His new study will soon be on the shelves at the library.

Dr. Ruiter teaches in the English Department at the University of Texas at El Paso, where he's been for the last five years.

## Alumni News

### Judy Hagey

Director of alumni relations



*Remembering,  
Celebrating, and  
Sharing the Vision*

It's been more than fifty years since Rev. B.J. Haan and others who envisioned a Reformed Christian

college in the Midwest realized their dream with the founding of Dordt College. Next year, Lord willing, we will celebrate what Dordt has become in just half a century.

It's been said:

The first generation builds the fire;  
the second generation tends the fire;  
the third generation tries to keep the fire  
from going out;  
the fourth generation guards the place  
where it burned;

the fifth generation tries to remember  
what started the fire and where it  
happened.

In our Jubilee planning we've already spent time remembering with gratitude and appreciation that first generation of visionaries who laid the foundation for Dordt College. The enthusiasm and selfless commitment of our parents and grandparents built the flame of Christ-centered higher education in this place. Few of that generation remain. Of the thirteen original members of the board of trustees only three are still living. Of the five original faculty members, only long-time Vice President for Academic Affairs Douglas Ribbens survives. It's our hope and prayer that these and many others from that founding generation will be able to take part in our celebration next year.

It now falls to us, the second and third generations, to tend and nurture what the first generation built. Increasingly alumni are assuming leadership positions as members of

the board of trustees and faculty. Sixteen of the current board members are alumni, while one-third of the faculty are alumni who now pass on to a new generation the worldview that inspired them as students.

Nearly half of our alumni support the college financially, a participation rate that few colleges can claim. Alumni commitment is evident in the number of alumni children, the third generation, who enroll at Dordt College. Our legacy enrollment of almost forty percent is nearly unheard of among institutions of higher education.

Encouraging as these indicators are, the challenge remains as we look ahead to the next 50 years, to keep the vision of Christian education burning brightly. Dordt will continue to need your financial support and your gifts of leadership. Just as importantly we will need you to continue to transmit the vision of an education rooted in the Word and claiming all of creation for the Creator to succeeding generations.

## Alumni Notes

**Robert Bajema** ('70) passed away on July 3, 2003 of a cardiac arrest. During his life, he helped run a clinic in Whitinsville, Massachusetts that provides free medical care for the uninsured. He is survived by his wife, Carol.

**Daryl Sas** ('77) received the Excellence in Scholarship Award for the 2002-2003 academic year at Geneva College in Beaver Falls, Pennsylvania. The award recognized him for directing undergraduate research on gastrointestinal tract development, for developing and promoting a Biblical perspective on biomedical ethics, and for integrating recent discoveries in biology into his courses.

**Vonda (Broek)** ('88) De Stigter was recently inducted into the Iowa High School Volleyball Hall of Fame.

**Randy Boer** ('92) graduated from Fuller Seminary in Pasadena, California, in June with a master of divinity. He is currently a full-time youth pastor at Hope International Church, in Arcadia, California.

On October 22, 2003, **Israel (Izzy) Huygen** ('98) successfully defended his master of science

thesis in agricultural and resource economics. His thesis is titled: "Cost Implications of Alternative GM Tolerance Levels: Non-Genetically Modified Wheat in Western Canada."

**Sally (Pessman)** ('98) Byrnes recently moved to Elkhorn, Nebraska, with her husband, Tom. Sally works at Fremont Area Medical Center as a physical therapist in the subacute and long-term care units.

In June, 2003, **Jessica Bubendorf** ('99) completed her master's degree in German studies at the University of Cincinnati. She received a Fulbright Teaching Grant for the 2003-2004 school year and is currently teaching English at two high schools in Augsburg, Germany.

## Marriages

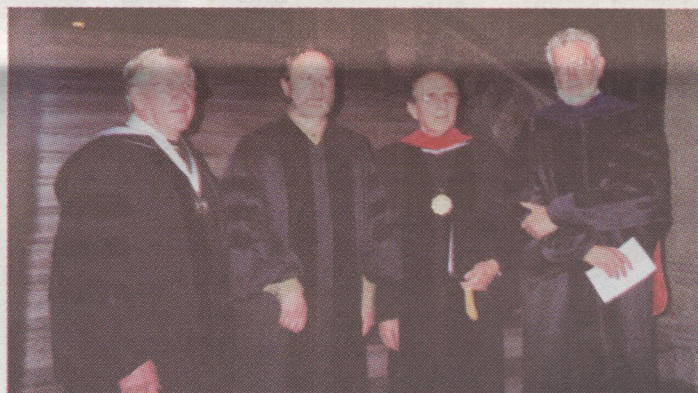
**Rick Kment** and **Jacklynn Fitzke** ('91), 5/10/03  
**Jeffrey Peterson** and **Cindy Vande Voort** ('97), 4/12/03

**Evan Jasper** ('00) and **Amanda Schaller**, 7/25/03

**Felix Nyangamoi** and **Leah Kreykes** ('01), 10/10/03

**Seth Ver Mulm** ('01) and **Missy Bouma** ('01), 8/9/03

**Ryan Dooyema** ('03) and **Shelly Peters** ('03), 6/28/03



**Dr. Lambert Zuidervaat** ('72) (second from left) poses with three professors from his years as a student at Dordt College. Drs. John Vander Stelt, John Hulst, and John Van Dyk joined the academic procession at the inaugural address of Zuidervaat at the Institute for Christian Studies in Toronto. Zuidervaat is the new professor of philosophy at ICS.

## FIRMLY PLANTED

... Bearing Fruit

Dordt College

## Alumni Weekend February 20-21, 2004

### Saturday, February 21

8:30 Country Breakfast

9:15 Alumni Hockey Tourney

11:00 25 years with the  
Agriculture Department

11:00 Alumni Basketball

11:30 Hospitality Center

1:00 Defender women's basketball

1:00 Country Carnival

3:00 Defender men's basketball

4:30 Alumni Hockey Tourney

6:00 Pizza Buffet

7:00 Alumni Hockey Finals

7:30 Open Swim

9:00 Ice Cream Social

9:30 Comedy League

### Friday, February 20

1:00 Career Symposium

5:00 Alumni Art Reception

Alumni Political

Science Reception

5:45 Alumni Hockey Tourney

6:00 Alumni Banquet

8:00 Michael Card Concert

Watch the website and your  
mailbox for more information  
and registration materials.

## Future Defenders

Chris and **Valerie (Zandstra)** ('79) Koetting, Thomas Calder, 6/1/03

Doug and **Sue (Hiemstra)** ('85) Olson, Jessica Rose, 10/9/03

Scott and **Doris (Scholten)** ('85) Wolbrink, Roger James, 10/11/03

**Kevin and Karen (Allspach) Timmer** ('86, '86), Katy Jae, 9/25/03

**Floris Kuiper** (ex '87) and Ellen Roza, Roza Suze, 10/09/03

Brent and **Audrey (Van Den Top)** ('89) Meyer, Sierra Grace

James and **Lynn (Van Heyst)** ('91) Gutzwiller, Adam Jonathan, born 6/30/03, adopted 7/2/03

Erv and **Cindy (Dykstra)** ('91) Keizer, Erin Lynn, born 11/3/03, adopted 11/22/03

Scott and **Candace (Horstman)** ('91) Van Egdom, Katie Danelle, 10/31/03

Jeff and **Jill (Visscher)** ('92) Schemper, Jarace Evan, 11/4/03

**Vince and Brenda (Schoolmeester) Vander Pol** ('92, '93), Spencer Edward, 3/21/03

**Stephen** ('93) and Patti **Atsma**, Rachel Morgan, 11/15/03

**Jonathan and Eileen (Bakker) Buiter** ('93, ex '95), Edwin John, 5/29/03

**Clary and Stacey (Mulder) Kloosterhof** ('93, '92), Hadassah Lea, 8/18/03

**Henry and Pam (Pierik) Van Zanten** ('94, '93), Devin Cole, 10/17/03

Curt and **Mary (Fields)** ('95) Berkenpas, Logan James, 9/27/03

**Jeff and Shona (Van Corbach) Ten Pas** ('95, '95), Micah Jeffrey, 8/29/03

Tom and **Shelley (Westerhof)** ('96) Toolis, Thomas Noah, 8/14/03

**Jason and Michelle (Hoekstra) Alons** ('96, '96), Emily Alons, 5/1/03

Scott and **Rebekah (Sanford) Hazeu** ('96, '96), Jamie Elise and Emma Joy, 9/26/03

**Ryan and Shanelle (Noteboom) Raines** ('96, '96), Raeleigh Katherine, 10/20/03

Scott and **Abbie (Eekhoff) Van Essen** ('96, '96), Eli Bentley, 10/2/03

Greg and **Barb (Jansma) Niessink** ('96, '97) Emma Grace, 10/21/03

**Jeremy and Tami (Ulferts) Van Nieuwenhuyzen** ('96, '99), Rachel Miquela, 11/5/03

**Merrick and Cindy (Risch) Gulker** ('97, ex '97), Brayden Wade, 10/31/03

Mike and **Gina (Elgersma)** ('97) Hostetler, Leah Marie, 10/8/03

Brian and **Amy (Brouwer)** ('98) Barley, Rachel Ann, 9/12/03

Rob and **Sue (Boersen)** ('98) Gruessing, Emma Anne, 9/26/03

**Bruce and Kristi (Vos) Van Dyken** ('98, '01), Levi Arnold, 8/22/03

**John and Sara (Jasper) Blaak** ('99, '98), Nathan Bastian, 8/28/03

**Curtis and Bonnie (Bass) Dykstra** ('99, '99), Caleb

**David and Cresta (Van Voorst) Zwart** ('99, '99), Benjamin Edward, 8/19/03

**Dave and Cara (Miedema) De Haan** ('99, '99), Ian Brendan, 12/13/03

Randy and **Linda (Johnson)** ('01) Berends, Abigail Lin, 9/16/03

Rodney and **Kristi (Van Bommel)** ('02) Wierenga, Mackenzie Ann, 10/9/03

Harley and **Jessica (Rowenhorst)** ('04) Janssen, Jayna Kimberly, 9/23/03



## Alumni Profile

# Van Zanten eases out of decades in inner city ministry

Sonya Jongsma Knauss ('97)

What God has done through Tony Van Zanten ('59) and Roseland Christian Ministries in Chicago is nothing short of miraculous.

In his twenty-eight years at the ministry, the building that was left as the white, Christian Reformed population fled to the suburbs has become a beacon of hope in a neighborhood ravaged by drug houses, gangs, and shootings.

"The longer I've been involved in ministry, the more I am becoming convinced that the ultimate—and maybe one of the better—ways to talk about what God is doing in this world is to talk about justice," Tony says. "Setting wrong things right, making bad things good, making broken things whole, gluing fractures back together. God's 'program' is really to put all the broken things back together again."

Tony is vice president of Roseland Christian Ministries Center and pastor of Roseland Christian Reformed Church.

"The call to justice is everybody's call — the pastor, the cook, the truck driver, the journalist ... If we work to make broken things whole, we're in line with God's program. That's much bigger than just social service issues."

And while it's bigger than that, Roseland Christian Ministries does provide a number of important social services. Since its humble beginnings, it has expanded to employ thirty people, both full and part-time. The center now offers not only youth and after-school programming for kids, but also a safe drop-in place for adults with mental problems, a second-floor homeless shelter (the "Strong Tower") for women and children, a food pantry that serves 75-100 people lunch and dinner every day, and a housing development and rehab component. The present Roseland CRC was started nearby to meet the neighborhood's need for a worship community.

Funded with a combination of state and city grants and ministry shares from the CRC, Roseland has been blessed over the years with the ability to expand its services to the neighborhood it serves.

### The Journey to Ministry

So how did an Iowa farm boy get into inner-city Chicago ministry?

Born on an Iowa farm during a snowstorm in 1939, Tony attended Dordt College for two years when it was a two-year college. As a farm kid, he didn't think of himself as college material. But Dordt was close by, and a "fairly easy choice"—at that time it was a small, close-knit community of about eighty students.

"If you're not a farmer and you lived in Iowa, maybe you could be a teacher, or maybe a preacher. I knew I didn't want to be a teacher or a farmer," he says. He took Greek with Dr. Zinkand and says that was what saved him when he went to Calvin Seminary.

Tony finished his studies at Calvin College, going on to Seminary, where he developed an understanding that he was being called to urban ministry. "After two years, still being pretty wet behind the ears, I had a relatively clear sense of call but not to a traditional rural or suburban congregation."

The opportunity came for him to serve as minister of evangelism for Manhattan Christian Reformed Church in central Harlem, New York.

The young man from Iowa who had never been on a plane arrived in LaGuardia with fear and trembling, certain no one would be able to find him amidst the hustle and bustle of foot traffic. It was Palm Sunday weekend in 1963, and he was traveling to the heart of Harlem. It was here he received his "urban baptism," an event he describes as a turning point in his understanding of his role in ministry.

The church was housed in a five-story brownstone, at one time a store and tenement house. There were apartments on the upper floors. At some point during his tour, Tony was left alone on the second floor. There was a meeting in the side room of a group called ARC, Addicts Rehabilitation Center.

"I stood there by myself, somewhat out of sorts, nervous, maybe just plain scared. Someone came out of that room, stood there in the dim light, kind of stared at me, but didn't say a thing," he remembers. "After two long uncomfortable moments of silence, he sauntered over to me, got very close physically, and said, 'Hey man, what do you least like to do? Go to bed at night or get up in the morning?'"

"It was cold and I said, 'On a cold night, I really don't like to get out of bed in the morning.' He said, 'That's easy to say if you got a bed to go to.' That really made me think. I was trying to be clever, but I really hadn't listened to the question."

Tony said the experience later struck him as being very important. It showed him how important it is to listen to people—"and in cross-cultural settings that's triply true," he says. "On the other side of the boundary, we ought not to assume we know a whole lot, and we need to do a whole lot of listening."

Tony and his wife, Donna (Reitema, '57), did move to Harlem, living there from 1963-1964. During that time, she worked as a substitute teacher in the public schools. They returned to Calvin Seminary for Tony to finish his final year of formal classroom education, then went back east to Patterson, New Jersey.

The church that had called them was a city church in a neighborhood undergoing a demographic shift.

"The church body had shrunk significantly, but membership was still white and commuting in from the suburbs," Tony says. "The neighborhood had become predominantly African American."

The Van Zantens worked hard to incorporate the youth of the neighborhood into the church and its programs. During the 1970s, when the Black Pride movement was strong, the church had a music drama group called "Voices of God" in Swahili. One year they did four summer tours, traveling all the way to Denver, giving programs along the way.

"As a consequence, some of the young people became very involved in the church...and some of the parents said, 'Hey, if you're capturing the hearts of our kids, you must be doing something special.'"

The years they spent in New Jersey were not without their challenges.

"Today I'd probably do things differently, and with more tact," Tony says. "Slower."

### The Call to Roseland

After eleven years in Patterson, Tony was asked by the Roseland Christian Ministry Center to consider the job of "missionary director" for the fledgling organization. The location, a building in Roseland, had been vacated by the Christian Reformed World Relief Committee and Back To God Hour in the 1970s.

"Roseland itself experienced white flight more dramatically possibly than any place in the country," Tony says. "It went pretty much from white to black within a ten year period — including not only about 100,000 people, but in terms of the CRC, they took with them the Back to God Hour, CRWRC, and eight congregations, most within a two-year period."

Tony is somewhat cautious about describing these events. He doesn't want to sound too judgmental but lets the facts speak.



Rev. Tony Van Zanten, "Rev. Tony" to those he works with, coordinates a wide range of worship and service activities in Roseland, a neighborhood in Chicago.

After leaving the area, the CRC formed a feasibility study committee to decide whether the building could still be used for some kind of ministry. "There was this swirl of anger on the one hand and guilt on the other hand. I think people thought, yeah, maybe it wouldn't be good for us, having lived there for 100 years, to just walk away and not look back."

The Van Zantens moved to Roseland in the summer of 1976 and have poured themselves into ministry there for almost three decades.

"For three or four months mostly what I did was walk around the neighborhood, talk to residents, meet kids," Tony said. He put a basketball hoop outside the big warehouse-type building in which the ministry is located. He also spent time talking to the business community and people from supporting churches, asking them what they thought might be good to put in the big, empty building.

"I got about 100,000 different answers," he says wryly, "and I began to pull out my hair. How are we going to be able to make sense of being Reformed and Christian and true to the neighborhood here?"

He says God directed him to Philippians 1:1-11, and from there he took the theme of service, worship, and training. "If you want to have a Reformed and Christian ministry, you have to have the servant character; your attitude should be the same as that of Christ Jesus."

These three concepts, Tony said, became "pegs on the wall on which we ought to be able to hang everything we do and say."

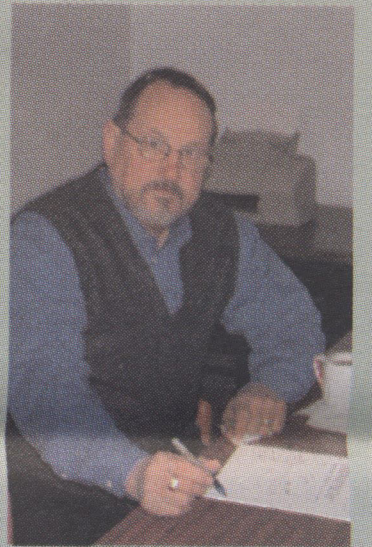
Soon it became clear that a church was also needed, and Tony became the pastor. He explains the need: "I'd been around long enough to know the tendency for Christian social service agencies to become, after a while, only social service projects. And churches often saw themselves as just a place to worship but not to take on the ministry of the kingdom."

"From the beginning we decided to work not only at meeting needs but to invite people to participate in meeting those needs. That has felt pretty comfortable over the years."

For the last six years, every morning, Tony and others have gathered at the church for morning prayers. Participation ranges from twenty to forty people, and usually half of the people are homeless.

"This is a whole development of community and caring and praying and love put in a place you might least expect it," Tony says. "It has been extraordinary."

Tony and Donna recently shared with the Roseland congregation their intention to "ease towards retirement" starting next summer. Reflecting on his years there, Tony says they have been "marvelous... rigorous, usually difficult, but wonderful."



Rev. Tony Van Zanten

### From a eulogy given by Rev. Tony Van Zanten for longtime neighborhood resident Gearldine Daron

"Did you know that there are still 400 boarded-up houses in Roseland today and that there are statistics indicating that another 4,000 houses are on the edge of foreclosure... If we are interested in Roseland, in God's little acre here, if we are interested in Gearldine's vision, we have to take stock of those facts. We don't like boarded-up houses, and I don't think God can hardly stand it, you see, because the glass in the windows belongs to God, the concrete in the foundation belongs to God, the two-by-fours in the walls belong to God, and when they aren't doing any good, I think it must drive God crazy."



The *Voice*, an outreach of Dordt College, is sent to you as alumni and friends of Christian higher education. The *Voice* is published four times per year to share information about the programs, activities, and needs of the college. Send address corrections and correspondence to VOICE, Dordt College, 498 Fourth Ave. NE, Sioux Center, IA 51250-1606 or e-mail to [voice@dordt.edu](mailto:voice@dordt.edu).

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**Sioux Center, IA 51250-1606**

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## Events

### Art

February Alumni Show  
 March Junior Show  
 April-May Senior Shows

### Campus Activities

Feb. 13 7:30 p.m. Travelogue: "Scotland"  
 Feb. 14 7:30 p.m. Talent Extravaganza  
 Feb. 20, 21 Alumni Weekend  
 Mar. 19 7:30 p.m. Travelogue: "Biblical Treasures of Turkey"  
 Mar. 31-Apr. 2 B.J. Haan Conference  
 Apr. 2 7:30 p.m. Travelogue: "India Beyond Imagining"  
 Apr. 16 Ag Day  
 Apr. 22 7:30 p.m. Senior Engineering Design Presentations, S101  
 Apr. 23 Friends of Dordt Banquet, Recreation Center  
 June 28- July 2 Dordt Discovery Days

### Music

Feb. 1 2:30 p.m. Organ/Trumpet recital: Joan Ringerwold and Rex Richardson  
 Feb. 9 NW Iowa Choir Festival  
 Feb. 19 7:30 p.m. High School String Festival  
 Feb. 21 7:30 p.m. Senior Recital: Amanda Jasper, flute and Liz McPherson, soprano  
 Feb. 27 7:30 p.m. Senior Recital: Sarah Buteyn, flute  
 Feb. 28 7:30 p.m. Instrumental Ensembles Concert  
 Mar. 1 7:30 p.m. Senior Recital: Mark Jansen, piano  
 Mar. 6 7:30 p.m. St. Olaf Orchestra Concert  
 Mar. 9 7:30 p.m. Winter Choral Concert  
 Mar. 26 3:00 p.m. Junior Recital: Adrienne Gallimore, flute  
 7:30 p.m. Concert Choir Home Tour Concert  
 Apr. 1 7:30 p.m. Guest Recital: Ksenia Nosikova, piano

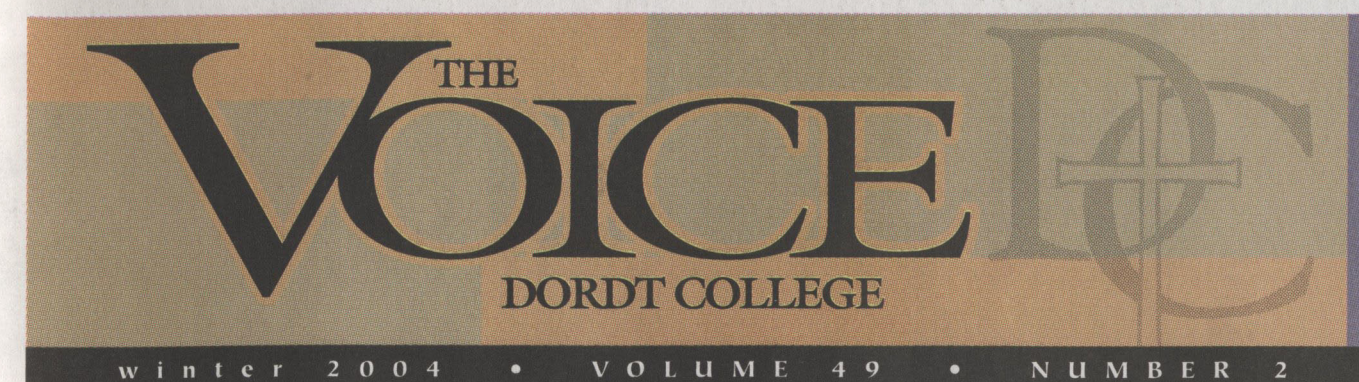
Apr. 2 3:00 p.m. Ksenia Nosikova, Piano Masterclass  
 Apr. 16 7:00 p.m. High School Choral Festival  
 Apr. 22 7:30 p.m. Instrumental Ensembles Concert  
 Apr. 23 3:00 p.m. Music Department Recital  
 Apr. 24 7:30 p.m. Omaha Symphony Brass Quintet  
 Apr. 26 7:30 p.m. Instrumental Ensembles Concert  
 Apr. 29 7:30 p.m. NISO Spring Concert  
 Apr. 30 7:30 p.m. Spring Choral Concert

### Theater

Mar. 4-6 Student-led Show, Te Paske Theater  
 Apr. 15-17, 21, 23-24 The Greeks: The Murder

### Sports

Feb. 7 9:30 a.m. Dordt Invitational Track Meet  
 2:00 p.m. Basketball v. Dana  
 Feb. 10 6:00 p.m. Basketball v. Martin Luther  
 Feb. 13 8:30 p.m. Hockey v. SDSU  
 Feb. 14 4:00 p.m. Hockey v. SDSU  
 Feb. 21 1:00 p.m. Basketball vs. Briar Cliff  
 Feb. 27, 28 Hockey GPCHA Playoffs  
 Feb. 24-Mar. 2 Basketball GPAC Playoffs  
 Mar. 25 4:00 p.m. Softball v. Briar Cliff  
 Mar. 31 2:00 p.m. Baseball v. NWC  
 Apr. 2 4:00 p.m. Baseball v. Doane  
 Apr. 3 1:00 p.m. Baseball v. Hastings  
 Apr. 8 4:00 p.m. Baseball v. Briar Cliff  
 Apr. 10 10:00 a.m. Dordt Track Invitational  
 Apr. 13 4:00 p.m. Baseball v. BVU  
 Apr. 17 1:00 p.m. Softball v. Midland  
 Apr. 20 4:00 p.m. Baseball v. Waldorf  
 5:00 p.m. Softball v. NWC  
 Apr. 23 4:00 p.m. Baseball v. Concordia  
 Softball v. Wayne State  
 Apr. 24 1:00 p.m. Softball v. Concordia  
 Baseball v. Midland Lutheran  
 Apr. 28 5:00 p.m. Softball v. Mount Marty  
 Apr. 30 4:00 p.m. Baseball v. USF



What makes a Dordt College education distinctive?

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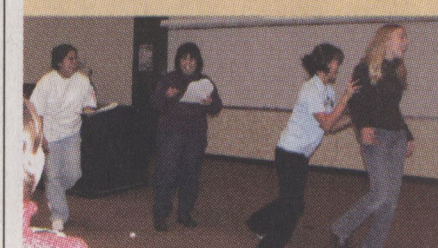


Social research class works with local agencies

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A Christmas tradition brings Dutch and Hispanic cultures together

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Volleyball team reaches semi-finals

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